CALIFORNIA EDUCATION

OFFICIAL PUBLICATION OF THE CALIFORNIA STATE DEPARTMENT OF EDUCATION

FEBRUARY, 1958
Volume III — No. 6

CALIFORNIA EDUCATION

Volume III, No. 6 February, 1966

Published monthly, September through June, by the California State Department of Education

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Superintendent of Public Instruction

IN THIS ISSUE

CORRESPONDENCE—*CALIFORNIA EDUCATION will welcome articles but does not pay for those published. Address manuscripts to the editor or section editor, State Department of Education, 721 Capitol Mall, Sacramento, California 95814.*

SUBSCRIPTIONS—*The price per subscription is $4 per year or 40 cents for single copies. Back copies, when available, cost 42 cents. Subscriptions and orders for back issues should be sent to the Bureau of Textbooks and Publications Distribution, State Department of Education.*

THE COVER PHOTO—Cheering the child is part of the patient-centered approach, as this student has learned in her nursing program at Sacramento City College. In California 32 junior colleges already are providing courses leading to an associate degree in nursing, which qualifies its graduates to become registered nurses providing bedside care. And it is expected that still more junior colleges will adopt nursing programs.

The wide variety in units and courses required by the existing programs has prompted some significant questions concerning the associate degree nursing curriculum—questions that are asked in an article beginning on page 18.

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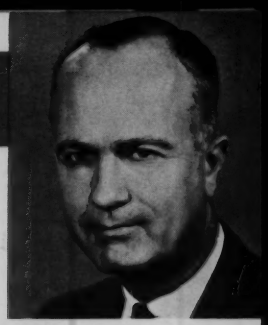
FROM THE SUPERINTENDENT



MAX RAFFERTY

EDUCATION IN DEPTH

BARNEY FITZPATRICK
SECTION EDITOR

COMPENSATORY EDUCATION . . .

At the beginning of this month, California was leading the rest of the nation in approving project proposals designed by school districts to meet the special educational needs of children affected by language, cultural, and economic disadvantages. The Office of Compensatory Education, which was authorized by the 1965 Legislature to distribute funds under Title I of the Elementary and Secondary Education Act, is administering an entitlement of $77,886,285, approximately $42 million of which had been allocated as of February 1.

Wilson C. Riles, Director of the Office of Compensatory Education, is being assisted by five unit chiefs and a staff of consultants, some of whom are on loan from school districts and offices of county superintendents of schools. Milton Babitz is Chief of the Preschool Education unit; Leo Lopez, Community Services; Ruth Love, Program Development; Thomas Shellhammer, Program Evaluation; and Warren Waite, Administration and Finance.

EDUCATIONAL TV IN SPANISH . . .

As part of the Department's educational efforts directed to the Spanish-speaking segment of California, Elias Galvan, under the guidance of Assistant State Superintendent, Eugene Gonzales, has been taping a program on English as a second language, using the services of the Oxnard Elementary School District. Educational television station KCET, Channel 28, has made its facilities available for the production of a series of video tapes which are later transmitted by Channel 34 in Los Angeles. Topics for these educational programs are selected by a Department of Education steering committee, as reported in this column in March, 1965.

The video tapes are also available to commercial stations that may wish to use them during public service time. The audio portions are presently being featured by Spanish-language radio stations.

MEXICAN-AMERICAN COUNCIL . . .

In the Department's Los Angeles office, the Superintendent has established the Mexican-American Educators Coordinating Council under the direction of Assistant State Superintendent, Eugene Gonzales. One of the council's purposes will be to serve as a clearinghouse for all projects, programs, conferences, and curricular innovations specifically geared to the Mexican-American child.

The 25 members of this advisory group are educators of Mexican descent, and they were selected from the nine counties comprising the southern California area. One of their specific duties will be to examine textbooks to evaluate the accuracy of the authors' treatments of minority groups in the textbooks before they are submitted to the State Board of Education for possible adoption.

ETHNIC CENSUS . . .

The Department of Education is devising procedures for obtaining a periodic ethnic census of pupils and certificated personnel in each of California's public schools. Lack of this kind of information has prevented the Commission on Equal Opportunities in Education and the Department from determining if state policies and regulations to reduce ethnic imbalance in the schools have been met. In the past, many school districts have failed to request assistance in the early stages of a problem of ethnic imbalance when reasonable solutions and preventive planning would have been possible.

The Department is also formulating procedures for obtaining reports from school districts on their plans to effect an ethnic balance of pupils and to employ minority personnel.

CURRICULUM CENTERS . . .

As reported in the first issue of *California Education* in 1963, curriculum materials centers were established throughout the state to facilitate curriculum planning. These were evaluated recently to see if they had fulfilled their purposes, which are (1) to contribute to cooperative curriculum development; (2) to make materials for for curriculum planning readily available to all curriculum development groups in the state; (3) to reduce the number of curriculum publications throughout the state; and (4) to improve the quality of the materials produced.

Records of use reveal that the greatest number of users of the depositories located in offices of county superintendents of schools are teachers, administrators, and supervisors engaged primarily in curriculum committee work. Those depositories located in institutions of higher education are used primarily by students engaged in unit and lesson planning and curriculum survey work.

The depository plan is generally considered effective and therefore will be continued. The State Department of Education's Curriculum Laboratory, under the direction of John Church, serves as one of the depositories. Dr. Church is also coordinator of the depositories.

INDIAN HISTORY . . .

To improve the teaching of Indian history, the American Indian Historical Society has obtained a grant from the Rosenberg Foundation that will enable the society to prepare instructional and resource materials and to hire Indian personnel to conduct workshops for teachers and other interested people. Approximately ten workshops will be held throughout California; the first will be held in the Berkeley High School on March 12.

School district personnel interested in these workshops should apply to the American Indian Historical Society, 206 Miguel Street, San Francisco.

NEW BUREAU CHIEFS . . .

Donald Mahler has been appointed Chief of the Bureau for Educationally Handicapped and Mentally Exceptional Children. In 1964 he came to the Department of Education from the Orinda Union Elementary School District, where he had served as Director of Pupil Personnel Services.

Dr. Mahler received his bachelor's and master's degrees from San Francisco State College and his doctorate from the University of California, Berkeley.

Richard S. Nelson has succeeded Ernest G. Kramer as Chief of the Bureau of Industrial Education. Mr. Kramer left the Department of Education in August to become Assistant Superintendent of Education in charge of vocational education in the state of Washington.

From 1962 until his promotion, Mr. Nelson served as Assistant Chief of the Bureau of Industrial Education. From 1959 to 1962, he was a supervisor of technical education in the Department of Education. He has also had three and a half years experience with the U.S. Office of Education as a program specialist in trade and industrial education. Mr. Nelson has a master's degree from San Diego State College.

Wayman J. Williams, the new Chief of the Bureau of Publications, joined the Department in 1951 as a Textbook and Publications Consultant, and he served in that position until the Superintendent named him Director of Publications in 1964.

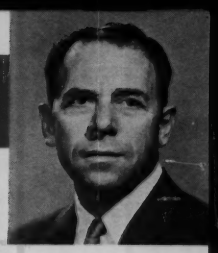
For a period of several months prior to joining the Department, Dr. Williams was a member of the faculty at Humboldt State College. He has also taught at the elementary and high school levels, has done supervision at the high school and college levels, has done curriculum and research work, and has written professionally. He spent several years with the World Book Company and Laidlaw Bros.

Dr. Williams received his bachelor's and master's degrees from the University of Idaho and his doctorate from Stanford University.

Donald E. Wilson has been appointed Chief of the Bureau of Agricultural Education. He joined the Department of Education in 1959 as a Regional Supervisor, State Polytechnic College, San Luis Obispo. Prior to that time, he was a teacher of vocational agriculture in the Petaluma City High School District.

Mr. Wilson has a bachelor's degree in animal husbandry and a master's degree in education from the University of California, Davis.

ADULT EDUCATION



MILTON BABITZ
SECTION EDITOR

Parents in Early Childhood Education

By Milton Babitz
Consultant in Adult Education

There is no longer a land frontier in this country where people can go to win new opportunities by the sweat of their brows—where they can develop something wonderful for themselves and their children. We also know that human beings can adjust to almost any condition of misery and can rationalize living in that state, and even forget to aspire beyond that state. This means to those of us who are concerned with making the American dream come true for all people that we must, in some way, bring about a new awareness of the one remaining frontier that offers the greatest promise for mankind: the frontier of the mind. It is on that frontier that the American dream will come true for our children.

To help make that dream a reality, we must focus our attention on motivating children so that they will make the most of their intellectual abilities. The importance of this step has been recognized by the introduction of new programs of early childhood education, such as Project Head Start, the Elementary and Secondary Education Act of 1965, and the Unruh and McAteer acts of the 1965 State Legislature. All of the activities initiated under the foregoing legislation have laudable objectives, but there must be a genuine concern that in operating these programs, educators and private organizations alike avoid becoming so involved with what they are going to do for little children that they forget the truth—that little children must be motivated by their parents if they are to explore the intellectual frontier.

Research shows that children brought up in an environment of poverty begin to show retardation during their second year, and even more during their third, fourth, and fifth years. Although the rate at which this retardation develops is far greater than will occur at later ages, these children can never fully make up what they lose in development, for early experiences are even more vital to perceptual, cognitive, and intellectual functioning than they are for emotional and personality development. The effects of an impoverished environment cannot be ameliorated solely by bringing the child into an excellent preschool education program for several hours a day and then returning him to a home environment that is largely unaware of, and incompetent to build upon, the child's educational program. In fact, the home environment can, in many ways, cancel the values of the child's preschool education experiences.

Studies of preschool children reveal that the child's abilities and his concept of himself during the preschool years are fashioned in large part by his parents' attitudes toward him and are negatively related to parental attitudes of suppression, punishment, and overpermissiveness. The child's ability to get along with his peers and his status in the nursery group depend upon the wide informational experiences that the adults in his home give him. The more opportunity the child has to learn about topics capable of translation into dramatic play, the greater social acceptance the child achieves in his group. These facts emphasize the need for parents to be aware of their role in raising young children.

Although many educators who are eager to provide preschool education programs would find it more convenient to give only lip service to the importance of parent participation and parent education, they cannot expect to benefit young children if parents are not involved in the educational program. We cannot assume that if we bring children into the preschool without their parents that we will thereby render such wonderful things unto them that we will accomplish our task and they will break out of the cycle of poverty or whatever their problem may be. We must work with parents, and if we work with parents we are faced with the problem of getting well acquainted with them. We must learn the nature of the parents as thoroughly as we know that of the child.

Educators have often said that low-income parents are disinterested in education and their children's welfare. It is important to realize

that low-income people generally have aspirations. They may have resigned themselves to their present status and rationalized it to their satisfaction, and they may have failed to support the middle-class agencies of socialization and education; nevertheless, all their lives they have been continuously exposed to the major media of mass indoctrination—the schools, the movies, the radio, the newspapers, magazines, and, of course, television—to the advantages of middle-class standards of living. Few low-income parents unequivocally repudiate middle-class values as intrinsically worthless. Their lower aspirations are partly a matter of trimming their sails to available resources and opportunities and partly a matter of unwillingness to accept the discipline which upward striving entails. However complete and successful their accommodation to a humble status, the lure of higher standards of living and the vitality of the American dream are nonetheless likely to manifest themselves in the parents' aspirations for their children. Their expectations may not be grandiose, but they want their children to be better off.

Although educators may acknowledge the importance of working with parents, they may still seek to avoid the issue by claiming that the parents are difficult to contact. Frequently, they point out that low-income parents rarely come to school when they are invited. And yet, if we are examining preschool education programs, we must recognize that most mothers of preschool children are available to participate in the preschool program. Census data show that four million children under six years of age have working mothers. However, only 34 percent of the nonwhite mothers of children under six years of age work, and only 21 percent of the white mothers of children under six years of age are employed in paying positions. These statistics are often used, however, to conclude that it is a hopeless task to attempt to bring the mothers of preschool children into the school or to even reach the mothers. Is it a hopeless task because approximately 30 percent are employed? Could we not say that it is a *hopeful* task, because seven out of ten may be available?

The census data further reveal that among working women with children three to five years of age, 76 percent are employed on a part-time or less-than-year-round basis. Recognizing the part-time nature of mothers' employment, we can assume that perhaps 92 percent of mothers of preschool children are available for participation in preschool parent education programs, and special arrangements will have to be made only for 8 percent. Statistics such as these deny the emphasis that some educators would give to preschool education—that is, doing with children and for children exclusive of their mother's participation because of the possibility that eight mothers out of 100 might not be available.

Since there is every good reason for requiring that parent participation and parent education be a continuing major factor in every good preschool education program, it is important that educators plan to start out with the best program—one that requires parent participation and parent education—before experimenting with any second-best program. In the past two years, preschool education programs conducted under the McAteer Act have demonstrated clearly the merits of parent-child preschool education. Those kinds of preschool programs that would equate parent education and parent participation with an occasional study trip or visit to the dentist or clinic should not be accepted in California as effective means of providing young children with important preparation for their future education.

We need continuing programs of parent education that strengthen the desirable attributes and traits that parents already have. We must help low-income parents to develop a sense of their own worth in all of the roles that they play as parents and as citizens. We must involve the parents actively in the educational program of the school so that they are actually aware of what their child is learning and what they can do with the child to further his learning. We must help the parents learn and appreciate that, through education, both they and their children can get jobs, enjoy life a little more, and have more opportunity to exercise choices.

Today, in the parent education-adult education programs of cities such as Los Angeles, San Diego, San Francisco, Pasadena, and Sacramento, we are able to demonstrate day after day that low-income parents will come to school with their children to attend what we have described

as parent-participation classes. Parents usually attend at least one morning a week, and in addition participate in a discussion session for parents. It is particularly thrilling to discover that parents not only are active and interested in the preschool education program but also are encouraged to enroll in adult education classes that lead to high school diplomas. Parents are alerted to doors of opportunity which they didn't even know were there to open.

In California we may have been particularly fortunate that preschool education programs were first introduced 30 years ago as a part of the preschool parent education program maintained in classes for adults. A rich background of information and practice is available, through the trained and experienced teachers of preschool children and supervisors of our preschool parent education classes, to new agencies engaging in preschool education. Effective preschool parent education requires specialized personnel who are competent to work with the parent as well as with the child. We need teachers for the preschool program for children who are adequately trained in the skills of parent education, who can teach parents that they can communicate comfortably with school personnel. And we need in the preschool parent education program teachers who can help parents develop sound child guidance in the community. The adult education divisions of the larger metropolitan school districts should be regarded as essential resources in the development of districtwide preschool education programs. The parent participation factor is vital.

If the program is adequately organized with provisions for parent participation and parent education, then certain values can be demonstrated. Parents who take part in these classes develop high levels of interest and allegiance to the program. In San Diego, for example, they rarely have problems of parent absence. In fact, parents sometimes come on days when they are not scheduled to participate. They enjoy the wonderful group of mothers and children; they look forward to their opportunity to participate and to learn more. Parents become more interested in cleanliness and good grooming for themselves and their children. Parents become eager to learn how to help their children with language and with their further education. Parents begin to bring books into their homes, homes that had no books before because the parents were not aware of the role that books and reading to children play in cultivating children's interests. Parents come to say that they are finding a new security with other people, and they no longer feel isolated in the community. Parents extend their inquiries about community services to improve their children's health—to help overcome their children's physical handicaps and mental handicaps.

Preschool education with strong parent participation and parent education has an exciting potential. The potential of our new programs of early childhood education as they affect many young children and their parents can best be expressed by the words of Albert Camus:

> Great ideas come into the world as gently as doves. If we listen attentively, we shall hear amidst the uproar a faint flutter of wings, the gentle stirring of life and hope.

Openings in Department

The following civil service positions in the State Department of Education will be filled by examination:

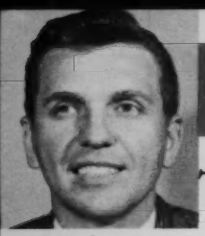
Title	*Monthly salary range*	*Filing date*
Librarian I	$510–562	3/11/66
Librarian II	536–650	3/18/66
Librarian III	590–717	3/18/66

Generally, an applicant who wishes to take an examination for a civil service position in California must have been a resident of the state for one year. However, this residence requirement has been waived for the positions of Librarian I, II, and III, and the examination for these classes will be given nationwide.

For additional information regarding these openings, visit the Personnel Office of the State Department of Education or write Kenneth J. Sanger, State Personnel Board, 801 Capitol Mall, Sacramento 95814.

The Department of Education also has authorization to make temporary appointments for the following positions:

Consultant in Public Service Occupations, Junior Colleges
Consultant in Business Education, Junior Colleges
Consultant in Education Research
Consultant in School Library Services



EDWARD B. STARK
SECTION EDITOR

SPECIAL EDUCATION

The Tulare Experimental Class for Educationally Handicapped Children

By Frank M. Hewett

Assistant Professor of Education and Medical Psychology
Principal, the Neuropsychiatric Institute School
University of California, Los Angeles

As funds have been made available for school districts in the state to establish classes for educationally handicapped pupils, a need has arisen for guidelines in program development. To partially meet this need, a five-week experimental class was conducted in Tulare, with the cooperation of the office of the Tulare County Superintendent of Schools, the Tulare City Elementary and Union High School districts, and Lou Rienzi, Staff Psychologist, Tulare County, who served as supervisor.

Frank M. Hewett

The experimental class program was designed according to a hierarchy of educational task levels (see note) and in conformity with the programmed instruction employed in a class established at the Ranier School in Buckley, Washington, in connection with the University of Washington. The project at the Ranier School was described in a paper entitled "A Programmed Instruction Classroom for Educable Retardates," which was presented by Joy Birnbrauer, Sidney Bijou, Montrose Wolf, James Kidder, and Cecilia Tague in 1963 at the American Association on Mental Deficiency Convention.

Educational Task Levels

Teachers of the educationally handicapped often find themselves at the crossroads of psychotherapy and pedagogy. Should they focus on the child's social-emotional problems or give priority to helping him acquire the basic skills of reading, writing, and arithmetic? The obvious answer is that they should do both. This dual goal, although difficult to implement, can be accomplished by selecting an appropriate educational task for the educationally handicapped pupil, a task designed to meet his needs at the moment and to provide meaningful gratification. Thus, a clearcut structure within which learning is to take place is established.

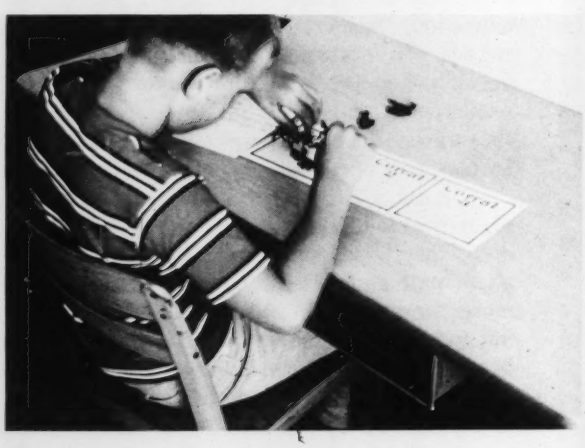
A hierarchy of educational task levels has been developed at the Neuropsychiatric Institute School to aid teachers in the practical selection of tasks for educationally handicapped pupils. The hierarchy consists of seven task levels. In order of importance, from the most basic to the highest level, they are:

1. *Contact.* Teacher establishes contact with the pupil through use of primary rewards —food and candy, for example.

2. *Acceptance.* Pupil develops trust in teacher.

3. *Order.* Teacher introduces routine and structure in learning.

Learning to follow directions is important.



NOTE: The author discussed these educational task levels in an article entitled "A Hierarchy of Educational Tasks for Children with Learning Disorders," which appeared on pages 207–14 of Exceptional Children *in 1964.*

4. *Exploration.* Pupil engages in multisensory exploration of environment.

5. *Relationship.* Teacher becomes a meaningful social object for pupil.

6. *Mastery.* Pupil is instructed in basic tool subjects of reading, writing, and arithmetic.

7. *Achievement.* Child is self-motivated in pursuit of learning.

The Tulare Experiment

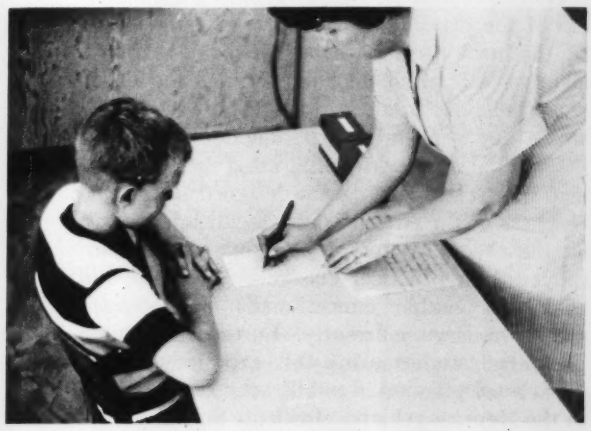
The Tulare experimental class was designed to provide experience at each task level for educationally handicapped pupils according to their individual readiness to learn and their fluctuating functioning abilities. Full effort was focused on making learning in school gratifying and creating a well-organized, clearcut classroom structure.

Eight boys, ranging in age from nine to twelve years, were chosen as subjects for the project. These boys were selected by Mildred Muller, Psychologist, Tulare public schools, on the basis of their continued inability to learn or function in a regular classroom. Their social-emotional problems, learning deficits, and perceptual-motor difficulties more than qualified them for a class for the educationally handicapped.

The Classroom

The classroom has approximately 900 square feet of floor space. It was equipped with double desks. Two study booths (5 feet by 6 feet) were built, and two separate areas were designed as a science center for exploratory assignments and an activities center for task assignments. The class was in session from 8 a.m. to noon, five days a week, for the five-week period. The class day was divided into reading and story-writing (45 minutes); arithmetic (45 minutes); science (35 minutes); art, music, physical education, and recreation (50 minutes). Science was chosen as a curriculum area because it offers reality-testing experiences, immediate gratification, and opportunities for multisensory exploration.

Pupils get checkmarks for being "ready to learn."



The class was taught by Mrs. Blanche Warson, and Donna Carmichael was her teacher-assistant. One of the major duties of the teacher-assistant was keeping research records. Both the teacher and her assistant functioned as "educational engineers," assigning tasks carefully and clearly, limiting the amount of verbalization with pupils, providing pupils immediate reports of results, and rewarding pupils for their accomplishments.

The Checkmark System

The principle of immediate feedback of results is basic to effective learning. Such feedback was utilized in the project by giving pupils checkmarks for completed units of work and acceptable behavior. Each morning the eight boys picked up their work records (cards with 120 ruled boxes) at the door, and then each boy took his seat. The teacher greeted the class and then walked from desk to desk, giving each boy two checkmarks on his card, one for having picked up his work record and one for "being ready to learn." During this period, the teacher gave the first assignments of the day. After each pupil finished his assignment, his work was evaluated, and he received checkmarks on the basis of "getting started on time," "keeping going," "completing the task," "accuracy," and "being ready to move on to the next assignment." All items were checked strictly on the basis of the individual pupil's academic, emotional, and intellectual capacities. As the project progressed, the boys readily accepted the fact that criteria for checkmarks differed from pupil to pupil. At the end of each week, the pupils could cash in their work records filled with checkmarks for such extrinsic rewards as candy, small toys, and school sup-

plies. As the weeks passed, the boys gave less importance to the rewards and more importance to the checkmarks alone. (This is an intermediate step toward working for the long-range goal.) Observers of the experimental class were impressed by the controlled, purposeful atmosphere in the classroom and the lack of even normal disruptions as each boy worked for his quota of checkmarks.

Task Centers

The highest task level expected of the pupils in the experimental class was the mastery level. Therefore, the teacher and her assistants attempted to keep each boy working at reading, writing, arithmetic, and science tasks. The concept of the hierarchy, however, dictates that, when necessary, the teacher assign the pupil that task which helps him to develop a readiness for learning and which provides him with the greatest probability of success. When a pupil was unable to pursue a mastery task successfully, the teacher immediately applied educational first aid by directing him down the hierarchy to a task level where he could succeed. Interventions included instructional assistance; simplifying assignments; sending the pupil to a study booth to reduce distraction from mastery-level tasks; briefly discussing the reason for the pupil's inability to succeed (relationship level); assignment to the science center for activities such as looking through the microscope or telescope, caring for small animals, experimenting with simple magnetism and electrical materials, listening to records, or viewing filmstrips; or sending a pupil to the activity center for simple tasks involving accuracy and following directions (e.g., solving puzzles, sorting objects, copying bead or block designs). During each of these interventions, the pupil could receive his full complement of checkmarks. The alternate task was viewed as the appropriate assignment at a particular time.

A system of passes was utilized to structure a pupil's assignment to one of the centers or study booths. The passes, which hung on the wall behind the teacher's desk, included a red square (study booth), a gold triangle (science center), and a blue star activity center). The teacher would give the pupil a pass and instruct him to go to the assigned area, where he hung his pass on the wall and went to work.

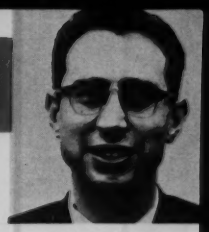
Additional interventions, such as permitting a pupil to leave the classroom to "let off steam," assigning a pupil to an adjoining "time out" room for misbehavior, or suspending a pupil from the classroom, were allowable, but they were almost never used.

Results of the Experiment

Parents' ratings of the pupils before and after the five-week session revealed significant increases in desirable pupil attitudes toward school and the pupils' progress in basic school skills. The parents of several boys reported that for the first time their boys insisted on coming to school early, considered the program "fun" rather than "school," and were less tense and anxious. One boy had refused to wear his glasses in school for two years. On his first day in the experimental class, the teacher told him she would give him two additional checkmarks when his glasses were on, because this constituted his being ready to learn. Consequently, he was never again without his glasses while he was with the experimental program.

Records were kept of the number of minutes pupils spent in the centers and study booths as well as the total number of checkmarks they received each week for classroom work and appropriate behavior. On the basis of these records, a profile was drawn for each boy illustrating his functioning efficiency on the task levels of the hierarchy. While pre- and post-program achievement test scores did not reflect statistically significant academic gains, it was felt the five-week program made an important contribution to pupils' attitudes toward learning, self-image, and behavior control in school. A comparison of the ratings given by the teachers of the experimental class with those given by the boys' former teachers revealed a highly significant improvement in learning and classroom behavior in all subjects for all the pupils while they were in the experimental class.

The Tulare experimental class was the first step in a research program designed to provide teachers of the educationally handicapped with simple theory of instruction that can be employed in a practical classroom program and that will enable educationally handicapped pupils to learn efficiently. Further and more prolonged studies using this experimental approach are planned in public schools, as well as in the Neuropsychiatric Institute School.



JOHN G. CHURCH
SECTION EDITOR

The Stanford Center for Research and Development in Teaching

"Nothing is so certain as change." The many changes in all facets of our life have pointed to the need for sweeping changes in our schools. New curricula have already made their appearance, and computerized teaching appears on the horizon. The continuing need for teachers is not questioned, but it appears certain that the teacher's role is likely to change substantially.

Of all the tasks in which man is engaged, one of the most complex is teaching, and this complexity poses formidable problems in dicovering how to teach effectively. Although many teaching methods are in common use, their validity has often not been established. That our efforts are not as efficient as they must become in the future is certain. The Stanford Center for Research and Development in Teaching was established to identify new and more efficient methods of teaching, to study ways to prepare teachers for a teaching career in an unknown future, and to disseminate knowledge about teaching as it is developed. The Center was formed on September 15, 1965, under a contract with the U.S. Office of Education, with expenditures of $3.5 million budgeted for the first five years of its operation. Situated on the Stanford University campus, the Center is a branch of the Stanford School of Education. Associated with it are colleges, school districts, and the State Department of Education, all of which participate in the research and dissemination activities. The Center is governed by codirectors Robert N. Bush and N. L. Gage and Administrative Officer Walter I. Garms, working with an administrative board composed of representatives from Stanford and the affiliated school districts and colleges. Currently working at the Center are approximately 30 persons, including 12 professors, a research associate, 14 research assistants, and clerical personnel. By the end of its first five years of operation, the Center should have at least twice this number of personnel.

NOTE: *This article was prepared by the staff of the Stanford Center for Research and Development in Teaching.*

The Center makes its possible to unite the findings of individual investigators of teaching and the practical knowledge of teachers and administrators. Through this cooperation, the Center hopes to produce a coherent long-range program of exceptional significance. The following summary illustrates the type of investigations and goals that will concern the Center. The interests of the Center are not limited, however, to these activities.

Teaching Methods

The validity of numerous teaching methods advocated in teacher education courses has not been established through controlled research. The Center plans a number of studies of the effects of specific teacher acts. These studies will take two forms:

- Correlational studies of the relationship between certain teacher acts and certain pupil gains
- Experimental studies to investigate whether teachers specially trained in certain behaviors can produce desired pupil effects

An example of the correlational approach is a current study in which 50 teachers present identical material to their classes. The presentations are recorded on videotape, and all classes take identical comprehension tests. When the study is completed, those teacher behaviors which achieve a clear, easily comprehended explanation will be distinguished from poorer ones.

Another series of studies will investigate whether special role-playing techniques and problem stories can increase pupils' skills in inquiry and decision-making.

Correlational studies already have uncovered teaching procedures which appear to be related to pupil gains in diverse thinking—that is, the ability to pursue a variety of modes of thought in the solution of a given problem. Now, in an experimental study, teachers will be trained in the use of diversity-prompting behaviors, and the effect of this training upon both teacher and pupil performance will be measured.

Methods for instructing large groups of trainees in teaching procedures will concern the Center. Videotapes will be used to provide trainees with models of specific teaching performances. Experiments will determine the effectiveness of different types of models, positive and negative illustrations, and variations in the timing and length of the modeling tapes. The conditions of initial practice will be investigated through "microteaching"—that is, teaching a small group for a short time in a controlled teaching environment. The trainee will practice specific behaviors by instructing one or several pupils for a period of five to 20 minutes. Microteaching has the advantage of allowing close supervisory and situational control and the study of such training variables as the size of the pupil group, length of the lesson, pattern of repetition, and type of supervision.

In addition to this specific training, a systematic effort will be made to gather evidence on which to base recommendations regarding the teacher's training in his academic field, starting with the preparation of foreign language teachers and moving on to teachers in other fields.

The Center also hopes to extend current research on teacher selection and recruitment. Studies of the attitudes of teachers can be valuable because of the importance of recruiting into the teaching profession persons who will work happily and effectively as teachers. This phase of the Center's work may contribute to the development of a theory of interpersonal relations in the classroom setting.

Administrative Practice

How a teacher performs depends, in part, on his fellow teachers, supervisors, and principal, and on the policies, social climate, and organizational structure of his school. The Center's research will first expand earlier studies by others on the influence of organizational factors on teaching. Experimental studies will follow in which, for example, the behavior of principals and supervisors may be modified by specific training programs, or changes may be made in the principal's administrative and supervisory responsibilities, the teacher's total load, or supervisory practices. The influence of these modifications upon teacher performance will then be assessed.

In all these studies, the need for precise measurement and evaluation is evident. Most of the responsibility for evaluation will be assumed by a special project at the Center. This plan will permit a small group of specialists to work on instrumentation and experimental design with far more sophistication than could be expected of a research associate within one of the projects.

Along with the research on teaching methods and teacher training, the Center will conduct a program of demonstration and dissemination designed to promote utilization in the schools and colleges of procedures which research finds to be useful. The Center will work with state departments of education, offices of county superintendents of schools, school systems, and teacher education institutions in developing widespread field tests of promising educational innovations.

The Center may offer summer workshops, conferences, and training seminars to teachers and administrators. The content for these offerings will be drawn from the research findings and new practices that are ready for dissemination. The Center proposes to publish monographs on its projects and also, perhaps, a regular newsletter for college and school officials. In addition, the Center may develop demonstration centers to promote improvement in teaching and teacher education.

The findings of the Center will also be disseminated by the training of research workers and teacher educators. The research workers trained at the Center will qualify for the increasing number of research positions in teacher-education institutions, school systems, and state departments of education. Educators trained at the Center will carry its methods and findings to other teacher-training institutions.

It is only recently that systematic investigation and design of teaching behavior has been undertaken. While they will not produce quick or easy answers, the Stanford Center and other centers and regional laboratories being developed throughout the United States should be a major step in the scientific study of education.

The Center will be glad to place interested persons and institutions on its mailing list. The address is: Stanford Center for Research and Development in Teaching, School of Education, Stanford, California.

ANNE L. UPTON
SECTION EDITOR

A Project Approach to Identifying and Encouraging Student Creativity

By Armand W. Selinger
Principal, Oceanside High School
Oceanside-Carlsbad Union High School District

In most comprehensive high schools, gifted students are now being identified and given opportunities to develop their talents. However, although students who are identified as gifted by arbitrary standards often are given special opportunities for additional counseling and challenging classes, little or no opportunity is provided for those who may be gifted in specific subjects or talents. These students may be gifted in their capacity for creativity in the arts, industrial arts, homemaking, science, or any number of other areas both in and out of the formal curriculum.

Creativity, while difficult to measure and identify, is a valuable commodity and deserves as much careful nurture as the schools can provide. "Creative-gifted" students exist in most school populations, and they represent a vast potential of sometimes undiscovered, often undisciplined and undeveloped talent. Carefully and often rigidly prescribed units of work in the classroom seldom provide the opportunity for creativity to evidence itself, and may, indeed, discourage creativity. Limited testing techniques, insufficient knowledge in specialized talent areas on the part of most counselors, and few opportunities to observe student accomplishment all contribute to the fact that little identification of the creative student is accomplished by secondary school counselors. As a result, effective vocational counseling, educational planning, and talent evaluation for these gifted students are almost nonexistent. Failure to discover and encourage creativity is an apparent weakness of our educational program.

To overcome this failure, Oceanside High School developed a project approach to finding and encouraging creative-gifted students. Under a National Defense Education Act, Title V, grant, the school identified its creative-gifted students and encouraged a selected group of them to undertake creative projects.

Each teacher was asked to identify students whom they felt, because of their acquaintance with the students as well as the students' grade averages or intelligence, might be classified as creative-gifted. The response from teachers was enthusiastic. Their recommendations were often accompanied by comments that indicated their keen desire to draw out the creative potential of the students, although they had been unable to do so because of the restrictive nature of the formal school program.

The project was designed to experiment with a small group of about ten students. A faculty selection committee, including teachers from various subject matter fields, the district psychologist, and an administrator who served as project director, assumed the difficult task of selecting the students. After the selection committee reviewed the teacher recommendations, they invited a group of about 20 students to present outlines of creative projects. The committee explained to the group the scope and purpose of the program and offered appropriate guidance and help.

They encouraged students to be unlimited in their consideration of project possibilities. The committee did not recommend specific projects but gave examples in the hope of stimulating experimentation free from classwork traditions. They suggested, as examples, the homemaking student who might weave material and fashion an original garment as a creative project; the art student who might design and paint a mural; the biology student who might undertake original research; the woodshop student who might design and build a piece of furniture; the student leader who might plan a project in democratic problem-solving. Project possibilities were presented as almost unlimited and encompassed creative projects in any field of student endeavor.

The results were exciting. Student response was enthusiastic. Proposals for projects began

coming in to the committee, and the designs were diverse and original. The hopes of the originators of the project were materializing: the search for talent was uncovering creative potential among students who would not usually be included among those identified as gifted, and student-proposed projects tapped into areas of learning not feasible within the structure of the curriculum.

The selection committee notified ten apparently highly creative students that their projects had been accepted. The committee gave each student an opportunity to describe his project to the group. Sharing their ideas was one of the most rewarding parts of the entire program. The personal enthusiasm of the students as they talked about their plans inspired a group enthusiasm that contributed much to the success of the project.

The selected students contracted to complete their projects by "Show-Case Day," which was 12 weeks away. In cases where some projects could not be completed in this length of time, it was agreed that progress reports would suffice. Each student was assigned a project adviser to provide assistance with his project. Some advisers were teachers from the Oceanside staff. Others were talented members of the community who volunteered their services.

One specific objective of this NDEA project was to provide expert counseling for students after they had completed their projects. While students and their advisers were working on the projects, the project director sought out creative professionals in the areas of expressed student interest to serve as "counselors." The guest "counselors" were unusually well prepared to assist students, their parents, and counselors in assessing talents, identifying appropriate vocational goals, refining educational plans, reviewing scholarship opportunities, and securing other related information. These guest experts were recruited from the staffs of San Diego State College, California-Western University, the University of California at San Diego, and Mira Costa College. Their willing cooperation was evidence of the enthusiasm of talented professional people for this type of undertaking.

The completed projects were remarkable in their scope. Some projects were too ambitious and did not meet expectations; others exceeded their originators' dreams. Examples follow:

- *A one-man show of original oil paintings,* hailed as "truly outstanding" by Sheldon Kirby, Professor of Art at California-Western University. Dr. Kirby stated that the student artist displayed exceptional creativity.
- *An original short story,* judged "excellent" by English Instructor Clayton Wiest of Mira Costa College. Mr. Wiest cautioned the budding writer to pursue his education with professional writing as his goal, but encouraged the student to do this in conjunction with a "bread and butter" educational goal, reminding the student that even good writers sometimes starve.
- *A project in recording and identifying sounds in the ocean,* evaluated by Martin Johnson, Professor of Marine Biology at Scripps Institute of Oceanography in La Jolla. Dr. Johnson assured the young scientist that a career in science with an emphasis on oceanography was an appropriate goal for him and encouraged him to pursue his interest in underwater acoustics. The student reported, "I have gained so very much from this project that it is impossible for me to state all of my rewards."
- *An orginal motion picture,* evaluated by Charles Ledgerwood, an amateur photographer-producer of prize-winning documentary films. Mr. Ledgerwood said, "The student showed extreme creativity—one of the most valuable assets in cinemaphotography. There were few faults in his camera-handling techniques. If he decides to go further with his study in this field, he may achieve genuine success."
- *"A study of some of the optical properties of liquid crystals"* won a first place in Oceanside High School's science fair. Later the project received an award at both the county and national levels. The student reported, "I have gained the excitement and thrill which come from research, experiment, and discovery. This project relates to my educational goals."
- *The student who attempted an original jazz composition* didn't do so well. David Ward-Steinman, Composer in Residence at San Diego State College, who evaluated the original composition said, "The composition is average. The degree of creativity was difficult to judge because the student was working in very stereotyped, cliché-ridden forms." The original score was performed by the school's modern jazz band on Show-Case Day.

Summarizing the results of the creative-gifted project, Oceanside High School can state that it did stimulate the selected group of students to define creative projects and, with adult assistance, to execute them creditably. When a community resource person was truly interested in assisting a student with his project, the result

(Continued on page 15)

RUTH OVERFIELD
SECTION EDITOR

Characteristics of an Effective Program of Teaching English as a Second Language

By J. Donald Bowen
Associate Professor of English
University of California, Los Angeles

A program for teaching English as a second language can be considered from two vantage points: (1) how to produce an effective program; and (2) how to appraise one. The first is a look ahead to plan; the second, a look at an existing program to evaluate its worth.

Planning the Program

To plan an effective program of English as a second language, one must have at least these four elements: (1) a recognized need for such a program; (2) clear educational objectives; (3) competent teachers and supervisors; and (4) strong, unequivocal support from the school administration.

1. *A Recognized Need.* The need for a special program exists in schools where many students come from homes where another language is spoken—students who are disadvantaged by a lack of fluency in English and who, as a result, are not able to take full advantage of the educational opportunities.

The seriousness of the need can be determined by analyzing several factors. First, how many students are in this category and what percent do they represent of the total student group? In general, the higher the percent the more difficult it will be for the school to solve the problem, since a large non-English-speaking peer group will be especially influential in language. In schools where 80 or 90 percent of the student body is drawn from non-English-speaking homes, the problem is serious, and a special English program is exceedingly important. Other factors that identify need are (1) low socioeconomic status of the families in which English is not spoken or spoken only infrequently and; (2) the number of new arrivals at the school who do not speak English.

2. *Clear Educational Objective.* The most important aspect of this requirement is a definition of the behavior one hopes to see in the student after he has received special language training. Above all, the aim for the second-language student is the ability to blend into the linguistic landscape. Unless he can do this, he will rarely be able to participate in the culture in the way monolingual Americans do. And in order to do this, he must understand what the various styles of the language are.

Schools preserve the best of our culture, and this includes the way in which English is taught. The pronunciation and usage emphasized in the schoolroom, however, are often different from what is heard in the home and on the playground. In the classroom, for instance, students are instructed to enunciate carefully; when a student says, "Whatcha doin?" the teacher immediately tells him he should say "What are you doing?"

It is quite appropriate for the school and the home to share the responsibility for making students aware of the various levels of usage in their language. Since students should be equipped to function effectively in the largest number and variety of situations, they must be taught that the facility with which they use their language in each situation will determine to a great degree the success they will have in whatever task they encounter.

In the case of the second-language students, however, the school cannot expect the home to share in this responsibility, for the language spoken in the home is often not English. And even if English is spoken in the home, the parents of second-language students do not generally comprehend the different levels of usage.

Therefore, the school must assume full responsibility for helping these children to become proficient in using English. Some teachers may have difficulty in teaching their students what the different levels of usage are and why they exist; yet, it is vitally important that it be done.

It is almost impossible for a person who speaks English with a pronounced foreign accent to achieve cultural integration. Students learning English as a second language, more than any other group of language learners in the world, need to learn native pronunciation and to understand the various levels of usage. If the English language program fails to meet this need, the success with which we will educate second-language students to become integrated members of society will be seriously limited.

3. *Competent Personnel.* The central figure in a classroom is the teacher, who is responsible for the sequence and pace of activities, for the emphasis and perspective given each activity, for the standards of performance, for counsel and encouragement, and for evaluation of the results.

The good supervisor supports the teacher and looks at students with a somewhat detached view. He offers suggestions drawn from his background of professional education and teaching experiences. The teacher needs good textbooks, manuals, and curriculum guides to help in planning each day's activities, and the good supervisor will do what he can to help the teacher secure these materials. The problem of good language teaching needs a team approach, with close cooperation among the teacher, supervisor, and curriculum specialist.

4. *Strong, Unequivocal Administrative Support.* The school administrator must provide the necessary space, time, equipment, and encouragement for instruction in English as a second language. Reservations or lack of interest at the administrative level will be translated into mediocrity on the classroom level. Language skills are basic to almost all other school activities; they must be given strong support, particularly in a school where students must first learn the language which serves as the medium through which education is offered. The superintendent's commitment to the importance of the English language program is indispensable.

Evaluating the Program

To recognize an effective program, an observer might look for the following major features when visiting the classroom, talking with the teacher and superintendent, and sampling community feelings:

1. *Visiting the Classroom*

Class Pacing. There should be a steady, reasonable interchange of ideas between teacher and students and among students. The class should be moving, without long, awkward gaps in the conversation or discussion.

Fluency of Speech. There should be an absence of hesitant answers, of floundering for a correct expression.

Natural Pronunciation Devoid of a Foreign Accent. A successful class would not appear to include second-language learners. Enunciation and usage should be appropriate to the students' activity.

Self-Confidence. Students should be expressing their own ideas, not merely answering in monosyllables or parroting what the teacher says.

Student Participation. Students should be participating in discussions and paying close attention when others are talking. If the teacher consistently does all or nearly all of the talking, the students cannot get the practice they need in speaking English.

2. *Talking to the Teacher*

The Teacher's Concept of the Roles of Linguistics and Psychology in Language Teaching. A good teacher recognizes the contribution of both to a successful language program.

The Teacher's Attitude Toward the Students' Language and Cultural Patterns. A good teacher is sympathetic and appreciative of his students' values. A condescending or supercilious attitude is almost certain evidence of an ineffectual teacher.

The Teacher's Opinions on Spoken English. A good teacher knows that there are various styles, levels, and registers of the spoken language and that written language differs from the spoken language in many legitimate ways. A teacher who thinks that only one style of language exists is not linguistically oriented enough to be a good second-language teacher.

3. *Talking to the Superintendent*

The Superintendent's Knowledge of the Second-Language Program. If he is interested, the superintendent knows many of the details and problems of the program.

Frequency of Superintendent's Visits to Language Classes. A good superintendent is recognized by the students when he comes into a classroom.

Plans for Second-Language Teaching. A good superintendent usually has some specific plans to improve the program.

Ways the Second-Language Program Relates to Other Parts of the School System. In a well-run school, departments and programs usually cooperate.

Improvement of Materials. An active school will be looking for new ideas, new materials, and better methods to enrich and supplement its program.

Inservice Training of Teachers. Teachers should be given opportunities to attend seminars, workshops, and institutes to improve their professional competence. A good superintendent encourages his teachers to become involved in continuing training, and he knows to just what extent his staff takes advantage of its opportunities.

4. *Visiting the Community*

Public Awareness. People in the community are aware of a special program in English as a second language.

Community Attitudes Toward the First Language and Culture of the Second-Language Pupils. If the community accepts bilingualism and biculturalism as valuable assets and desirable goals, a second-language program has a much better chance for success.

Community Support. A good program seeks community support and marshals community resources. There may be arrangements for superior high school students to tutor elementary pupils, or for volunteers from the community to bring to the second-language students cultural experiences that would otherwise be unavailable to them.

Community Pride in the Subculture. In a community with a large number of foreign language speakers, is there any effort to recognize the values, practices, observances, and celebrations that mark the other cultures? A healthy sign of community acceptance of its second-language citizens is its efforts to increase its children's pride in their cultural backgrounds.

Teaching English as a second language must involve the entire community in working toward a true acculturation. This can be achieved if the community and the school work together to give students communications skills and a background of experiences which provide common cultural patterns on which to build for the future.

STUDENT CREATIVITY

(Continued from page 12)

was excellent. When enthusiastic and able adult assistance could not be provided, the student project suffered.

Without exception, the professional guest counselors who evaluated the projects and counseled with students about their future goals did excellent jobs and were helpful, patient, and understanding.

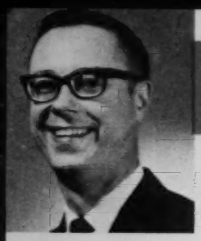
Members of the staff who worked with the creative-gifted project believe that it could be conducted in any high school with profit. No great expenditure of money is required. Talented persons in the community and on the teaching staff respond with enthusiasm when asked to assist a student with a creative project, and there is obvious value in structuring this relationship between the community and talented students.

The creative-gifted project at Oceanside High School will continue. Members of the faculty have already asked if they may work on the selection committee, and students have asked when they may submit their proposals. Perhaps this is the "proof of the pudding."

Aids for Units on Taxes

High school teachers presenting units on taxes may obtain student booklets and a teachers guide from the Internal Revenue Service. Questions on ordering the 1966 edition of the Teaching Taxes program will be answered by any district office of the Internal Revenue Service.

Included in the student booklets are sections on preparing income tax forms, tax problems, the federal budget, and a history of the United States system of taxation. Sample tax forms for class use are included, together with a booklet about careers in tax work, and copies of "Your Federal Income Tax" and the "Farmer's Tax Guide."



JERRY LEVENDOWSKI
SECTION EDITOR

Two Plans for Office Education

By M. Claire O'Brien
Consultant in Business Education
and Jerome C. Levendowski
Researcher and Teacher Educator

Today, one of the most important challenges facing office education is program development. New programs must be designed and current ones expanded to supply an increasing demand for, and high turnover of, office workers, and also to meet the demands created by constant technological changes. The U.S. Department of Labor estimates that by 1970 there will be 12.8 million persons employed in the office occupations. It also estimates that the average woman who enters office work for the first time remains only 3.2 years before leaving to marry or raise a family.

To meet the rising demand for more office workers and the increasing requests of businessmen for better prepared employees, immediate action must be taken in office education program planning. School administrators, teachers, and businessmen have vital roles to play in the expansion and improvement of office education. The selection of course content for office education programs should be based upon activities performed by office workers. These activities, which may be classified as "facilitating functions," include, but are not limited to, the following:

- Recording and retrieving data
- Supervising and coordinating office activities
- Preparing internal and external communications
- Reporting information

These functions may be performed by persons employed in organizations devoted to the production or distribution or consumption of a product or service. Therefore, classification of an occupation as an office occupation is determined by the activities it includes rather than by the kind of organization in which it is performed.

In an office education program, the student is given well-planned instruction that integrates the skills with the knowledge he will need to acquire and advance in an office occupation.

There is a growing recognition among office educators of the value of utilizing supervised practical experience in real or simulated employment conditions to supplement classroom instruction. This view is supported by those who prepared the California State Plan for Vocational Education. The Plan requires that instruction in office education and the other occupational areas include both classroom work and supervised practical experience.

Two organizational patterns that can be used to implement this regulation are the cooperative plan and the project plan of office education. Both plans provide for (1) group instruction in basic principles; and (2) individual instruction necessary to ensure the student's employability. In the cooperative plan, instruction in practices and procedures is obtained by students through their on-the-job training. In the project plan, similar instruction is provided by the teacher in the classroom.

The cooperative plan involves related classroom instruction and regularly scheduled part-

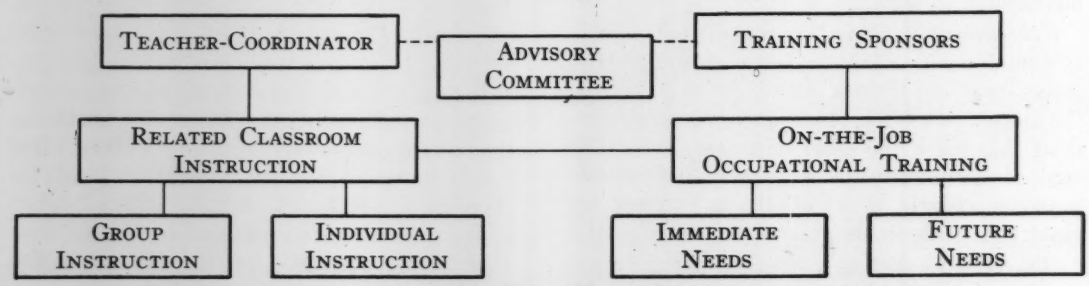


Fig. 1. The Cooperative Plan, Office Education Instructional Program

time paid employment in an office occupation. This plan gives students an opportunity to practice the occupational competencies they learned in the classroom.

The cooperative plan employs a teacher-coordinator, who selects the related instructional content after analyzing the students' on-the-job activities to make sure that they master those skills and knowledges needed for employability. In addition, the teacher-coordinator must include content that students will need to secure and maintain employment after graduation. The teacher-coordinator also is responsible for coordinating the student's employment activities and building and maintaining harmonious relationships with employers, the advisory committee, and all others cooperating in the office education program.

The cooperative plan cannot be effective unless the "training station"—the business where the student is employed—is a true extension of the school's instructional program. The teacher-coordinator must make every effort to select those training stations most likely to provide occupational and educational opportunities in keeping with the students' abilities, interests, and occupational goals.

The project plan combines related classroom instruction with a series of supervised practical experiences, referred to as projects. Projects are designed to reinforce classroom instruction, provide the students with opportunities to demonstrate their creativity in problem-solving, and measure student performance as related to occupational goals. Group or individual projects, whenever possible, are directly related to the students' occupational objectives.

Under the project plan, instruction should be given, wherever possible, in an office atmosphere. A "model office" in the classroom permits students to gain the "feel" of the modern office under simulated conditions. Properly equipped, a model office can serve as an office education laboratory, where students can put theory into practice.

The community, as well as the classroom, affords students many opportunities to participate in individual and group projects. Examples of community-based projects include:

- *Part-Time Employment.* Students are employed after school for short periods of time or on Saturdays. These experiences not only give students opportunities to evaluate their occupational competencies under actual working conditions, but also provide them with opportunities to practice what they have learned in the classroom.
- *Volunteer Service with Civic Groups.* This type of project can serve as a means for students to use the various skills they learned in the classroom.
- *Directed Observation.* Students are given opportunities to observe employees who are engaged in the office occupations. Through this type of project, students see the skills and knowledge needed to perform the various functions of the office.

Regardless of whether the cooperative plan or the project plan is used, planning is the key to successful office education programs. Successful office education programs can be assured if the following criteria are met:

- Programs should include a planned sequence of courses and supervised practical experiences consistent with students' occupational goals.
- Programs must teach the most up-to-date knowledge and skills needed for entry and advancement in the office occupations. Labor market occupational surveys should be used to determine what skills and knowledge will be needed by persons entering employment and to identify the retraining needs of persons already employed in the office occupations.
- Programs should be developed in consultation with an advisory committee composed of employers and other individuals or groups having knowledge of the office occupations.

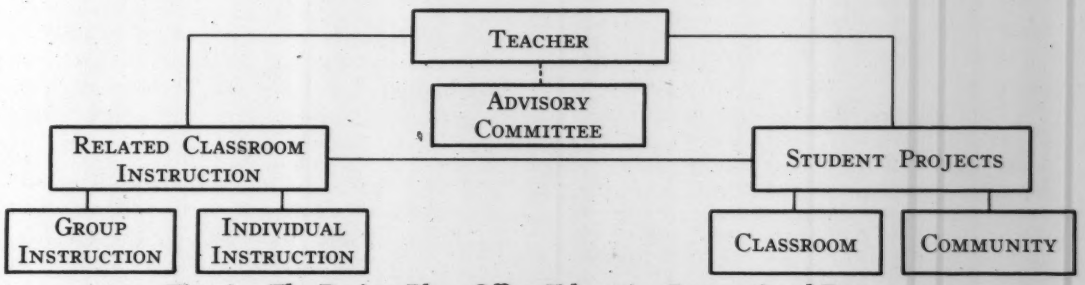


Fig. 2. The Project Plan, Office Education Instructional Program

BLAIR HURD
SECTION EDITOR

JUNIOR COLLEGE EDUCATION

Curriculum in the Associate Degree Nursing Program—Some Unanswered Questions

By Virginia Z. Barham

Senate Bill 508 provided for a change in the Nurse Practice Act which enabled the associate degree nursing program to begin in this state. When the bill was signed in 1957, five such programs were begun; today there are 32.

In the nine-year interim, a great variation has developed among these programs, probably because they are taught in community colleges that meet the varying needs of widely different communities. Yet, nursing is not this variable an occupation; all associate degree nursing programs have one objective, which has been decreed in the California Associate in Arts Nursing Project's Fifth Annual Report, published by the State Department of Education. According to the report, the program in nursing is designed to provide the preparation selected students need to become registered nurses who are qualified to accept employment as staff nurses who give direct patient care.

Program Requirements

In the spring of 1965, a comparative study was made of the graduation requirements set by 30 associate degree programs offered by California junior colleges. These curriculums were submitted by the schools to the California State Board of Nursing Education and Nurse Registration. The data collected through the study are presented in the accompanying tables.

Table 1 shows that the total number of required units in the associate degree nursing program ranges from 65 to 81, with a mean of 74.03 units. This is well above the 60 units which are required for most associate degrees.

Section 1433 of the Nurse Practice Act states the following minimum requirements for nursing courses:

> . . . not less than twelve semester units of medical-surgical nursing; not less than nine semester units of maternal-child nursing; not less than three semester units of psychiatric nursing.

NOTE: Although Dr. Barham is a member of the staff of the Board of Nursing Education and Nurse Registration, the opinions stated in this article are her own and do not necessarily reflect the position of the board.

Table 1

Number of Units in California Associate Degree Nursing Programs Offered by 30 Schools

Number of schools	General education units offered	Number of schools	Nursing education units offered	TOTAL	
				Number of schools	Units
1	39	1	50	2	81
1	37	1	49	2	79
3	36	1	46	2	78
4	35	6	44	2	77
4	34	3	43	3	76
2	33	3	41	5	75
9	32	1	40	3	74
3	31	5	39	2	73
2	29	5	38	4	72
1	28	2	37	1	70
		2	34	3	69
				1	65
Total 30	mean = 33.1	Total 30	mean = 40.9	Total 30	mean = 74.03

Table 2 shows the required units in medical-surgical nursing range from 13 to 30, with a mean of 23.8 units; the units in maternal-child nursing range from 6 (the remaining units for the minimum requirement of 9 units to be met by a course in child psychology) to 14, with a mean of 10.2 units; the units in psychiatric nursing range from 3 to 8, with a mean of 4.9 units.

The implication of this "more than minimum" number of units in nursing, as in the total program, is that the minimum number of units probably is not sufficient. Yet, the mere addition of units is not proof of an adequate program. For example, one criterion of success in learning the nursing content is the satisfactory completion of the State Board Test Pool examination. This is the examination which the graduate of the nursing program must pass in order to become a registered nurse. During 1964 in California, five candidates failed the medical or surgical portion of this examination even though they had graduated from schools with a curriculum which included 29 units of medical-surgical nursing!

Table 2

Analysis of Units in Nursing in California Associate Degree Nursing Programs Offered by 30 Schools

Number of schools	Medical-surgical nursing units offered	Number of schools	Maternal-child nursing units offered	Number of schools	Psychiatric nursing units offered
1	30	1	14	1	8
1	29	1	13	2	7
3	28	6	12	5	6
1	27	2	11	10	5
2	26	13	10	7	4
3	25	4	9	3	3
2	24	1	7		
12	23	2	6		
1	22				
1	20				
2	19				
1	13				
Total 30	mean = 23.8	Total 30	mean = 10.2	Total 30	mean = 4.9

Therefore, curriculum research is badly needed to answer the following questions:

- If 34 units in nursing courses are adequate, how can a school justify the time and expense to give 50 units?
- If 50 units of nursing are necessary, how competent are graduates who have taken a mere 34 units?
- If an associate degree requires 60 units, then why are some schools requiring students to take 81 units for this degree?

The Science Content

Another area of concern involving curriculum in the associate degree nursing program is the science content. Section 1433 of the Nurse Practice Act states:

> Anatomy, physiology, microbiology, social science, psychology, nutrition, and pharmacology. A minimum of 15 semester units shall be included from the above.

Table 3 shows that the required units in anatomy and physiology range from 4 to 9, with a mean of 6.6 units; and the units in microbiology range from 3 to 6, with a mean of 4.0 units. As content in these areas is the only requirement, one must direct his attention to the variability.

Another factor, however, is of extreme importance in the area of these science courses: most nursing programs have accepted the courses already offered by the college. These courses are predominantly transfer courses. However, the associate degree nursing program

Table 3

Analysis of Units in Science Courses in California Associate Degree Nursing Programs Offered by 29 Schools

Number of schools	Anatomy and physiology units offered	Number of schools	Microbiology units offered
1	9	1	6
10	8	4	5
2	7	19	4
9	6	5	3
6	5		
1	4		
Total 29	mean = 6.6	Total 29	mean = 4.0

[1] One school has eight units of science, which were not differentiated in its report.

is a so-called terminal program. Nursing educators have been adamant that courses designed only for nurses did not belong in this community college program. Yet, there must be a place for science courses for terminal programs in the health occupations. The objectives of terminal programs differ of necessity from the objectives of transfer programs; both are the responsibility of the community college. Obviously, further research is needed to determine what content should be offered in the science courses required for the associate degree in nursing.

No attempt has been made in this article to answer all the existing questions regarding the associate degree programs. But every effort has been made to direct attention to the fact-finding that is needed to secure the information required for the continued improvement of the associate degree nursing program.

Other factors, such as availability of clinical facilities, faculty, and the like, must be considered in the study of the program. These were not considered in this article since attention would have been taken from the emphasis given the variability in the nursing curriculums and the lack of documentation regarding how many units of work should be required in an association degree nursing program.

Each community college has the right to offer a program which, within existing legal requirements, best meets the needs of the community served. If each college would make available the data upon which it based its decision, all would be helped in making their decisions to offer new programs.

JOHN R. EALES
SECTION EDITOR

School Problems of Indian Youth

By Frederic R. Gunsky
Consultant in Intergroup Relations

A panel of six American Indians had just finished telling an audience composed primarily of educators from some of California's mountain counties about "The Schools as Indians See Them." During their presentation, they told the audience how difficult it is for many children from Indian homes to acquire an education and enter the world of work. Then the principal of an elementary school said:

Frederic R. Gunsky

> I'm not afraid of segregation. If Indian children are often shy and insecure, wouldn't it be a good idea to put them in a separate class, at least for the first few years? They would gain confidence by staying in their own group, and the teacher could give them special attention.

The reaction of the Indians, three men and three women, was immediate. "No!" they said. In the context of the discussion, their meaning was clear: Separation and isolation are among the roots of the Indian child's lack of preparation for school experiences. Segregation in the early years of formal education would reinforce his negative self-image. If he needs compensatory education, he should obtain it in an integrated classroom.

This revealing exchange took place last fall in the auditorium of Sierra Union High School, near Tollhouse, Fresno County. About 70 persons met to explore school and career problems of California Indian youth. Among them were teachers, counselors, and principals from the high school and several of the elementary schools within the boundaries of Sierra Joint Union High School District, an area that extends from the foothills to the mountains of eastern Fresno and Madera counties. The offices of two county superintendents of schools were represented, as were antipoverty and other governmental and private agencies.

This meeting, which was called by L. T. Cook, Superintendent of Sierra Joint Union High School District, in cooperation with the State Commission on Equal Opportunities in Education and the State Department of Education, was held in an area in which Indians form a significant segment of the population. The area includes Big Sandy and Cold Springs *rancherias* and the towns of North Fork, Coarsegold, Friant, and O'Neals, all of which have large Indian populations. The conference, initiated by the Bureau of Intergroup Relations in the State Department of Education, was the first of its kind. Offices of county superintendents of schools and school districts in other parts of the state are considering similar meetings to bring teachers and administrators together with Indians and others concerned with the problems of this group of culturally different, disadvantaged children. In addition, Fresno State College and other state colleges are considering a series of summer institutes or workshops for the training of teachers of Indian children.

About 30 percent of the pupils enrolled in the North Fork Elementary School and perhaps 6 percent of those enrolled in the Sierra High School are Indians. Unlike high schools in some other parts of California, Sierra holds many of its Indian students until graduation. A few have gone on to higher education. Too often, however, Indian young people, there as elsewhere, drop out from school and never enter careers that seem to be open to them. The girls may find roles in marriage, but boys who do not fit into logging or laboring jobs may fail to find any responsible role in society.

The Indians who address the group—three mothers, a Navy chief petty officer, a barber, and an educator—asked the teachers and officials who were present to do one thing to improve the chances of their youngsters for a brighter future: TRY TO UNDERSTAND THEM.

An experienced school nurse said:

> It isn't easy for a white teacher from a middle-class home and a big-city college to understand, but visit Indian families, as I have, and you'll begin to see that the children live in two worlds. The world that starts every morning when they get on the school bus and ends when they get off it every afternoon is totally different from their home world.
>
> Poverty is only part of the difference. Culture, education, attitudes, dress, hygiene, diet—all these things set the life at home apart from the life at school.

A former public health worker, who has continued to advise and help Indian people, quoted approvingly an article from the October, 1965, *CTA Journal* on "The Dilemma of the California Indian":

> Part of each day [the Indian student] is expected to conform to rules, regulations, and scholarship standards set up by a white American, middle-class society, and the rest of the day he lives in a squalid, overcrowded, unpainted house, or escapes to town, roaming the streets aimlessly. He cannot identify himself with a tribal culture or with a language and life clearly Indian, nor can he accept the aspirations and incentives of his "white" classmates at school. He feels lost, misunderstood, rejected.

In 88 Indian homes of the Sierra district studied in 1964 by the California League for American Indians, the conferees were told, welfare payments were being received for at least 50 of the 278 children. Many families were headed by a mother or grandmother, and perhaps a majority of the homes depended upon income of seasonal workers. These economic factors, combined with cultural differences, isolation, a heritage of distrust, and old antagonisms, raise formidable barriers to learning for Indian pupils.

These problems are compounded by racial discrimination. Prejudice apparently still exists in both the white and the Indian groups. It was agreed that a dark-skinned Indian has more difficulty than a light-skinned one in social, school, and job relationships. Indian children are psychologically conditioned by folklore and adult attitudes to "run from the white man." Wherever they live, Indians suffer from stereotypes out of an often misinterpreted past.

"The American tradition is one of equal opportunity for all," said conference Chairman J. Marc Jantzen, Dean of Education at the University of the Pacific and a member of the Commission on Equal Opportunities in Education. "Our problem," he said, "is to find out how to approach Indian youngsters so that they will be able to take full advantage of the educational opportunities offered them."

Sensitivity to the feelings and attitudes of the children would be improved, several speakers declared, by frequent teacher visits to Indian homes, involvement of Indians in parent-Teacher activities, parent education programs, promotion of community organization, and participation in efforts to preserve and appreciate Indian arts, traditions, and observances.

"The problem in a sense is one of morale," said a state consultant in education. "Like members of other minorities, children from disadvantaged Indian families tend to expect to fail, and the prophecy fulfills itself. They need encouragement, but of course it must be expressed in ways which they can accept."

A 14-point list, "Ways to Help Indian Pupils Improve Their Self-Image" was distributed at the conference. This list is available from the Bureau of Intergroup Relations, Department of Education. It includes such suggestions as these:

- The Indian child should be helped to think of his people, not with shame or a sense of inferiority, but with pride because they had the strength to endure their ordeal and have survived.
- School libraries should contain books in which Indian children and adults figure realistically and prominently. In the classroom, teachers may read or recommend such books.
- Teachers and other school personnel should be screened carefully so that the Indian child has a minimum of exposure to adults who retain prejudiced attitudes toward Indians.
- If many children in a class are educationally disadvantaged, a smaller class will permit the teacher to take more time to deal with children as individuals. Any child who is accepted as an individual by an understanding adult will be helped to accept himself.
- Free preschool education will reduce the effects of helplessness and lethargy which are common in poverty-stricken homes. Operation Head Start and similar programs have proved helpful in preparing young children from such homes for school entrance.
- Close cooperation with the home and the coordination of compensatory education with parent and adult education will help the Indian child to see the school as being related to his family and friends. A source of poor self-concept is the inability to connect the values of the school and the world of work with those of a lower-class family.

The three women panelists stressed financial and family considerations which prevent girls, especially, from aspiring to higher education and careers. Early marriage interferes with careers even when girls have completed high school and acquired business skills, they observed.

All three Indian men had had experience or training as a result of military service which had helped them to see themselves as equal in ability to non-Indians, and to gain confidence to become qualified to compete for better jobs. One of them, assisted by the GI Bill, became a teacher and is now an administrator at Fresno City College.

Although some of the panelists had received part of their education in federal Indian schools, all agreed that the social and educational values of going to school with others made nonsegregated public schools preferable for their children.

A portion of the conference was devoted to discussion of the types of projects and programs under the Elementary and Secondary Education Act of 1965 and the Economic Opportunity Act which might assist California Indians in overcoming barriers to success in school and in career preparation. The following were among the suggested program components: preschool classes, teacher aides, parent education, tutoring, part-time work for students, expanded vocational education, inservice training of school personnel in dealing with cultural differences and educational handicaps of the disadvantaged, special counseling, school social workers, study trips, and guest speakers.

Indian pupils are always in the minority in schools of the Sierra district. Therefore, any program designed to help them, it was emphasized, would be equally available to and would benefit non-Indian pupils who need similar help.

HOME ECONOMICS

Velma S. Johnston has returned to the Department of Education as a Consultant in Home Economics Education after a two-year leave of absence in Zambia, Africa, where she developed a program in home economics. Her present assignment is with the Bureau of Junior College Vocational-Technical Education.

Educational Film on Vietnam Available for Showing

"Why Vietnam," a film originally produced to explain the role of the United States in Vietnam to military personnel, has now been cleared for public nonprofit showing. The 16mm sound film in black and white runs 32 minutes, and prints may be obtained from one of the following armed forces film libraries serving the state of California:

Commanding General, Sixth Army Headquarters, Presidio of San Francisco, San Francisco 94129; Commandant, Eleventh Naval District, 937 Harbor Drive, San Diego; and Commandant, Twelfth Naval District, Federal Office Building, San Francisco.

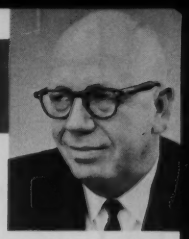
The Directorate for Armed Forces Information and Education in the Department of Defense has also prepared a fact sheet that describes the content of the film, which is based on the July 28, 1965, address of President Johnson to the nation. The film outlines the events leading to United States involvement in Vietnam and the reasons behind our commitment to that country.

In a recent letter to Superintendent Max Rafferty, Lynn M. Bartlett, Deputy Assistant Secretary of Defense (Education), wrote, "I feel that wide dissemination of this film will go far to combat the anti-Vietnam sentiment prevalent among some people in the United States. As an educator, I realize the important role that education plays in our society."

Awards for Economics Teachers

Teachers of economics will be awarded $4,500 in prizes by the Calvin K. Kazanjian Economics Foundation in its fourth annual awards program. The purposes of the program are to stimulate improved teaching of economics at all educational levels and to encourage teachers to report significant teaching experiences so that they may be shared. All entries will be considered for publication in *Economic Education Experiences of Enterprising Teachers.*

Information and applications may be obtained from the directors of affiliated State Councils on Economic Education or from the Coordinator of Awards Program, Joint Council on Economic Education, 1212 Avenue of the Americas, New York, N.Y. 10036.



RAY H. JOHNSON
SECTION EDITOR

Report on School District Organization for 1964-65

By Robert J. Clemo, *Chief*
and Loren A. Wann, *Field Representative*
Bureau of School District Organization

Not since July 1, 1936, which marked the beginning of the unified school district in this state, has California witnessed such growth in the number of new unified districts in its public school system. On July 1 of last year, 28 new unified districts came into existence, and on July 1 of this year a record number of 37 unified districts will be formed. The previous high of 35 was established in 1936. The current upsurge in unification can be directly related to the master plan law of 1959, the passage of Assembly Bill 145 in 1964, and other efforts by the Legislature and the school districts in the state to achieve better organization of their public school system.

The accompanying tables indicate that the recent legislation has accelerated the change to the unified school district form of organization. Elementary school districts were reduced in number by 131, while high school districts were reduced by 28. For the first time since the turn of the century, the number of elementary school districts dropped below 1,000. Approximately one-third of the remaining elementary school districts have less than 100 pupils in average daily attendance.

County committees on school district organization have recommended, and the State Board

(Text is continued on page 27; tables 3–5 are on pages 24, 25.)

Table 1

Unified School Districts Established and Operative Since 1936

Fiscal year	Number of unified districts	
	Established	Operative
1936–37	35	35
1937–38	1	36
1938–39	0	36
1939–40	2	38
1940–41	2	40
1941–42	0	40
1942–43	1	41
1943–44	1	42
1944–45	2	44
1945–46	2	46
1946–47	1	47
1947–48	0	47
1948–49	8	55
1949–50	7	62
1950–51	5	67
1951–52	2	69
1952–53	8	75*
1953–54	8	83
1954–55	5	88
1955–56	4	92
1956–57	4	95
1957–58	2	97
1958–59	7	103
1959–60	4	107
1960–61	12	119
1961–62	16	133
1962–63	10	143
1963–64	12	155
1964–65	9	164
1965–66	28	191*

* Any inconsistencies evident between the number of newly unified school districts and the total number in operation are the result of the annexation of small districts to larger ones.

Table 2

Number of School Districts of Each Type in Operation During Various School Years

Type of school district	School year						
	1935–36	1945–46	1950–51	1955–56	1960–61	1964–65	1965–66
Elementary	2,735	2,248	1,779	1,533	1,316	1,129	998
High school	295	260	245	233	221	196	168
Junior college	17	14	20	22	30	56	56
Unified	0	46	67	92	119	164	191
Total districts	3,047	2,568	2,111	1,880	1,686	1,545	1,413

Table 3

Percent of the Total Average Daily Attendance Credited to Unified School Districts, 1964–65

Grade level	Total a.d.a.	A.d.a. credited to unified districts	
		Number	Percent of total
Elementary, kindergarten through grade eight	2,619,809	1,279,477	48.8
Junior high, grades seven and eight	329,911	270,942	82.1
All grades, kindergarten through grade eight	*2,949,720*	*1,550,419*	*52.6*
Secondary, grades nine through twelve	1,116,109	610,102	54.7
All grades, kindergarten through grade twelve	*4,065,829*	*2,160,521*	*53.1*
Junior college			
Resident students	193,187	22,449	11.6
Students resident of another junior college district	18,937	1,297	6.9
Nondistrict students resident of California	23,186	6,204	26.8
Nonresident students from out of state	8,815	727	8.3
Grades thirteen and fourteen	244,125	30,677	12.6
All grades, kindergarten through grade fourteen	*4,309,954*	*2,191,198*	*50.8*
Adults only			
High school	50,158	35,398	70.6
Junior college			
Resident students	45,711	7,838	17.2
Nonresident students	6,902	545	7.9
Grades thirteen and fourteen	52,613	8,383	15.9
All grades, nine through fourteen	*102,771*	*43,781*	*42.6*
All levels, including adults			
Kindergarten through grade twelve	4,115,987	2,195,919	53.4
Grades thirteen and fourteen	296,738	39,060	13.2
Kindergarten through grade fourteen, including adults	*4,412,725*	*2,234,979*	*50.7*

Table 4

Changes in School District Organization Effective July 1, 1947, to July 1, 1965 Made According to Chapter 10, Division 5, of the Education Code

Kind of change	Recommended reorganizations			Percent accepted by voters
	Made	Rejected	Accepted	
Changes made effective July 1, 1965				
Formation of new districts:				
Unified	32	4	28	87.5
Junior college				
County committees	2	0	2	100.0
Subtotal	*34*	*4*	*30*	*88.2*
Total changes made effective July 1, 1947, through July 1, 1965				
Formation of new districts:				
Unified	230*	116	114	49.6
Union elementary	58	20	38	65.5
Union high school	3	0	3	100.0
Junior college	29	3	26	89.7
Annexations:				
To high school districts	31	12	19	61.3
To unified districts	18	0	18	100.0
To elementary districts	16	5	11	68.8
To junior college districts	6	0	6	100.0
Combining high school districts	1	1	0	0.0
Boundary changes	9	2	7	77.8
Transfer of elementary districts between high school districts	3	2	1	33.3
Total	404	161	243	60.2

* Includes only recommendations approved by the State Board of Education. Does not include proposals approved by the Board but awaiting election.

Table 5

Number of School Districts of Each Type in County on July 1, 1965, According to Average Daily Attendance

KEY: E—Elementary H—High School JC—Junior College U—Unified

Counties*	Districts not maintaining schools				Range of a.d.a. and number of districts of each type**																																		Total number of districts				
					1–99 a.d.a.				100–199 a.d.a.				200–299 a.d.a.				300–399 a.d.a.				400–599 a.d.a.				600–999 a.d.a.				1,000–2,999 a.d.a.				3,000–4,999 a.d.a.				5,000–9,999 a.d.a.				10,000–19,999 a.d.a.				20,000–49,999 a.d.a.				50,000–99,999 a.d.a.								
	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	E	H	JC	U	All
Alameda				2	2				2															1					2	2		2			1		1	1				4				2				1	7	2	2	13	24
Alpine												1																																					0	0	0	1	1
Amador																					1							1																					0	0	0	3	3
Butte				1	7				3					1							1	1			1			1	3	1		1																	15	3	0	3	21
Calaveras					1					1							1															1																	2	1	0	1	4
Colusa				2																				1								1																	0	0	0	4	4
Contra Costa				3	1								2												2	1			1				3			1		1	2							1			9	2	1	7	19
Del Norte				1																																												0	0	0	1	1
El Dorado					5				1				3				2				1				2				1	1		1																	15	1	0	1	17
Fresno				2	12				8				6				4				10	4			8	4	1	1	7	3		1							1	1							1	55	11	2	6	74
Glenn					6				2	1		1	1							1		2			2																							11	3	0	2	16
Humboldt	1				17				4				3	1	1		3				3				5				2	3		2	1																39	4	1	2	46
Imperial					5				1				2								3	1			1	1		2	1	2		1	2																15	4	1	3	23
Inyo					1					1		1	1			2	1									1			1																				4	2	0	3	9
Kern					10				8				2				5			1	1		1		4	1		1	13	2		2			1						1				1				44	4	2	5	55
Kings									1				3				2				2				1				2	2			1			1												12	2	0	1	15
Lake				1					1					1		1	1							1								1																	2	1	0	4	7
Lassen					7				2											1	1			1		†1			1																				11	1	0	2	14
Los Angeles				2	2				1								2								2			1	10	1	2	1	5		3	7	13	7	2	9	3	1	1	12	1		1	5				1	39	9	9	38	95
Madera*					8				2				6				1				1					1			1	1			1																	20	2	0	0	22
Marin					5				2	1			1				2								1				5			1	3	1	1			1											19	3	1	1	24
Mariposa																												1																					0	0	0	1	1
Mendocino				1	1					1							1			1			2					2																					2	1	0	6	9
Merced				1	5				5								1	1			2	1			4				2	1	1	1	1	1			1											21	4	1	2	28
Modoc				1	6								1					1							1																								8	1	0	1	10
Mono					3				2	1																																						5	1	0	0	6
Monterey					9				1				2				1					1			4	1			3		2		1	2		2	1				1							23	4	2	2	31
Napa				1	2															1							1	1																				2	0	1	3	6
Nevada*					6				1				2												1	1			1																				11	1	0	0	12
Orange				2	2								3				2					1			1				5			1	5	1	1		6	2	2	1	4	2				2			22	6	3	6	37
Placer					3				3				2					1	1		2				3	2	1	1	1																				18	3	1	1	23
Plumas																																			1													0	0	0	1	1
Riverside				1	4				1			1	3				2		1		1	1			3	2	1	3	3		1	2			4													16	4	3	12	35
Sacramento					1				1				2	1			2		1		1				1	1			3								1	1		1			2				1	13	3	1	4	21
San Benito*					11												1				1								1																				14	1	0	0	15
San Bernardino					11				2				2				1	1		2	1				6				5	1		3	4	2	1	2		1	1	2	1		2			1		33	5	4	10	52
San Diego					6				3	1		1	2				2				2				4	1	1	1	5	2	3	1	2	1		2	4			1	3	2							33	7	4	7	51
San Francisco																																																0	0	0	1	1
San Joaquin					21				16				6				5	1			4	2			1				4	3																				57	6	1	2	66
San Luis Obispo					13	1			4	1			2				1			1	1		1		2	2			4	2			1			1	1									1		28	6	1	1	36
San Mateo				2																	2				2				4				4				3	1	1		2	2		1					17	3	1	3	24
Santa Barbara					4				3				2				2				3	1			1				1		2	1	1	1			3	1											20	3	2	2	27
Santa Clara					4				2				1				3								2	1	1		8	1			5	1	2		5	4	1		3	1		1			1		34	8	4	2	48
Santa Cruz				1	3				1																				3		1	1	1	1													8	1	1	2	12
Shasta					17								3				1				1				2				3	1	1	1	1	1														28	2	1	1	32
Sierra																								1																								0	0	0	1	1
Siskiyou					18				2	1			2	2			3				2				2	1	1		1	1																		30	5	1	0	36
Solano					3				2				1					1			1				1	2		2	1			1	1															10	3	0	4	17
Sonoma					13				6				3				1	1			6			1	5				5	3			3		1	1		1				1						42	5	1	2	50
Stanislaus				1	7				5				1				1				5	1		1	3				5	2		1			1			1				1						27	5	1	3	36
Sutter				1	3				6				1	2			3				1				1	1			1	1																		15	3	0	1	19
Tehama					9				1				1				2	1							2	1																						15	2	0	1	18
Trinity					10				1								1	1																														13	1	0	0	14
Tulare					11				11				4			1	11	†1			8	2			6	2			2	2	1	1	2	1			1											56	8	1	2	67
Tuolumne					8				2				1				4	1							1	1																						16	2	0	0	18
Ventura					4				2				2				2	1			1	2			7	1			3	1	1		3	1								1						25	6	1	1	33
Yolo				2									1				1				1							1																					2	1	0	5	8
Yuba					7				3				1								1				4	1	1																					15	2	1	0	18
Totals	1	0	0	28	314	1	0	0	124	9	0	5	78	8	1	4	70	10	1	5	74	22	4	11	82	24	4	9	137	49	18	37	54	14	15	23	43	22	10	23	19	9	2	23	2	0	1	16	0	0	0	4	998	168	56	T91	1,413

* Counties part of junior college districts.
** There are three unified school districts of 100,000 or over in a.d.a., one each in Los Angeles, San Diego, and San Francisco counties.
† There is one high school district of this size maintaining a junior college.

TOM SHELLHAMMER
SECTION EDITOR

The Intermediate Unit in Transition

By Gerald A. Rosander
Consultant, Committee of Ten

An intermediate unit in the form of the Office of the County Superintendent of Schools is an integral part of California's system of public education. Since its inception, this unit has undergone numerous and important changes—rapid, expansive, and continuous changes.

The office of the county superintendent of schools has been assigned those functions which can be best administered by an agency that is not a part of the school district, yet one that is completely cognizant of the problems and concerns of the district. This intermediate unit must be designed, operated, and situated so that it functions with maximum effectiveness as the vital link between the State Department of Education and the school districts. Its future role will be determined by the progress made in school district organization. Its size and structure will reflect the number of school districts to be served and their needs.

During the annual Asilomar Conference of the California Association of County Superintendents of Schools and the California County Boards of Education (held March 21–24, 1965), two resolutions were proposed by March Fong of the Alameda County Board of Education:

- First, that the county board section of the California School Boards Association and the California Association of County Superintendents of Schools jointly finance and provide a staff to conduct a technical study of the functions of the intermediate unit, the Office of County Superintendent of Schools.
- Second, that the Legislature be requested to extend its interim studies of public education between now and 1967 to include the findings of the CSBA—County Superintendents of Schools study as the Legislature studies "the subject of the duties, powers, and responsibilities of the County Board of Education and the Office of the County Superintendent of Schools."

The Committee of Ten, under the chairmanship of Cecil D. Hardesty, San Diego County Superintendent of Schools, was organized to study the problem, which was stated as follows:

> Given a rapidly growing and changing population and economy, how can the future role, function, size, and structure of the intermediate unit in California's system of public education be determined?

The Committee of Ten is composed of five county school board members and five county superintendents of schools. The board members are Mrs. Florence Bushey, Modoc County; March Fong, Alameda County; John Kenney, Sonoma County; George Muench, Santa Clara County; and Daniel Towler, Los Angeles County. The county superintendents of schools are Harold Coles, Fresno County; Leonard Grindstaff, Riverside County; Cecil D. Hardesty, San Diego County; Russ Timpany, Santa Clara County; and Blaine Wishart, El Dorado County. Advisers to the committee and the organizations they represent are: Newton Chase, State Board of Education; Erwin Dann, California Association of School Administrators; State Senator Richard Dolwig, San Mateo County; and Archie McPherran, State Department of Education, representing Everett T. Calvert, Chief Deputy Superintendent of Public Instruction.

NOTE: Mr. Rosander, former principal of the Fremont Elementary School in Fresno, is on leave from his school district to serve as the consultant of this study, which is being financed with an appropriation from the County School Service Fund.

Readers may also be interested in conclusions 14 and 15 in The Emerging Requirements for Effective Leadership for California Education *prepared by Arthur D. Little, Inc. This publication is a report on phase one of a study of the role and function of the Department of Education in California, a study jointly sponsored by the State Board of Education and the Superintendent of Public Instruction. Conclusion 14 is summarized in the report as follows:*

"There is clear need for some form of intermediate unit to function as a regional extension of the State Department of Education, as a focal point for interdistrict services and collaborations, and as a vital link in the process of planning educational development in California."

The Committee of Ten has scheduled monthly meetings in every region of the state with offices of county superintendents of schools and school district personnel. So far, the committee has conducted group interviews with 115 certificated personnel representing 38 school districts and 36 offices of county superintendents of schools. Interviews with school personnel in the remaining 22 northern counties will be completed in March.

Questions, such as those that follow, are being asked to secure the information needed:

- What are the future role, function, size, and structure of the intermediate unit?
- What should its role be?
- What are the dynamic elements causing or necessitating change?
- What is the range of functions now being performed from one county to another?
- How is the intermediate unit to be financed?
- How do socioeconomic and geographic features affect various areas of the state?
- What regional approaches are effective now and anticipated for the future?
- What will be the number of school districts and their a.d.a. in each county?
- What services will these districts need?
- What functions now in the offices of the county superintendents of schools should be placed at the district level, and vice versa?
- How can flexibility be built into the organizational pattern of the future?

It is *not* the purpose of the members of the Committee of Ten to address themselves to the roles of the county superintendents of schools in order to defend the status quo; rather, they hope to identify services the intermediate unit of the future can provide better and more effectively and economically than can the individual school districts or others. An attempt will be made to measure quality of service and to answer the question: How much uniformity (or variety) exists in each county and how much is desirable?

As school district composition and organization change, there is a need to determine how rapidly functions and services of offices of county superintendents of schools can be changed and adapted to meet the new and important needs of the future.

In looking into the intermediate unit's role and function in the existing and future California system of public education, the committee will be responsible for determining if outmoded systems are floundering and if updated systems will be successful, both structurally and functionally, in meeting the different demands of school districts and the State Department of Education.

DISTRICT ORGANIZATION

(Continued from page 23)

of Education has approved, that 27 of the 28 new unified school districts that came into existence on July 1, 1965, become a part of the master plan of school district organization. The one unified district in Lake County was formed by annexation, as provided in Education Code Section 1976, and does not meet the criteria of the State Legislature.

A total of 31 new school districts are operating for the first time for the 1964–65 school year, almost twice the number formed during the preceding year. Two junior college districts were formed during the year, but the total number of junior college districts remains unchanged from last year, since the new districts included existing districts. Other types of changes are shown in the following tabulation.

Kind of Change	*Number*
Unionization (two elementary school districts)	1
Annexations	
Elementary to elementary school districts	19
Elementary to unified school districts	5
Unified to unified school district	1
Elementary to junior college districts	2
High School to junior college district	1
Unified to junior college districts	3
Transfers of territory	36
Transfer of one elementary school district from one high school district to another	1
	69

Since 1935, successful unification, unionization, and annexation elections have eliminated 1,864 school districts, including 1,737 elementary and 127 high school districts. During this same period, 191 unified and 39 junior college districts were organized by a vote of the electorate. More than 53 percent of all students enrolled in kindergarten through the twelfth grade are now enrolled in unified school districts. This is an increase of approximately 40 percent over the number enrolled in the 35 unified districts in 1936–37.

THEODORE R. SMITH
SECTION EDITOR

NEWS AND NOTES

From the Meetings of the Board

LEGISLATION—The State Board of Education has voted to ask the Legislature to increase state aid to schools by more than $130 million a year as recommended by the Superintendent of Public Instruction. The introduction of a bill providing for the increase is contingent upon Governor Edmund G. Brown's opening the current budget session to school finance measures.

The broad program the Legislature will be asked to approve includes a $10 increase in the foundation programs for all school districts. This would cost about $35 million.

Other features of the Board proposal and the estimated cost of each include the following:

- Increasing the bonus for unified districts from $15 to $35 per a.d.a.—$26 million
- Increasing supplemental support for low wealth unified districts by $49.50 per a.d.a. at the elementary level and $82.50 at the high school level—$20 million
- Increasing the support for lowering class size in grades one through three by $10 per a.d.a. in 1966–67, and an additional $5 per a.d.a. in 1967–68—$9 million for 1966–67, and an additional $4.5 million for 1967–68
- Increasing support for special education programs for the handicapped—$15 million
- Increasing support for adults in regular junior college classes—$14 million
- Adding a provision to make kindergarten programs mandatory—$4 million
- Adding a provision to require that each kindergarten be at least 180 minutes in length—$8 million
- Establishing special allowances on an excess-cost basis for required continuation classes, the cost of which has not yet been determined

BILL OF RIGHTS CONFERENCE—The Board has agreed to cosponsor a conference on teaching the Bill of Rights with the Constitutional Rights Foundation and the California Teachers Association. The meeting, which has been scheduled for April 29–30, will be held at the Ambassador Hotel in Los Angeles.

STATEWIDE TESTING—The Board has designated the following tests to be used in the statewide testing program for the 1966–67 school year:

- Intelligence test for grade six: Verbal Battery, Form 1, Level D, Lorge-Thorndike Intelligence Tests, Multilevel Edition, published by Houghton-Mifflin Company
- Reading achievement test for grade six: Form W, Stanford Reading Test, Intermediate II, published by Harcourt, Brace & World, Inc.
- Intelligence test for grade ten: Verbal Battery, Form 1, Level G, Lorge-Thorndike Intelligence Tests, Multilevel Edition, published by Houghton-Mifflin Company
- Reading achievement test for grade ten: Reading Section, Tests of Academic Progress, Form 1, published by Houghton-Mifflin Company.

In emphasizing reading, it was the Board's purpose to maintain as much continuity as possible between the statewide testing program mandated by the 1961 Legislature and the testing required in the primary grades by the Miller-Unruh Basic Reading Act of 1965.

BASIC READING ACT—In addition to adopting necessary regulations for implementing the Miller-Unruh Basic Reading Act of 1965, the Board has also selected the tests to be used in meeting the testing and program evaluation requirements of the special reading program (see Education Code sections 7770–7825 and sections 400–62 of the California Administrative Code, Title 5).

This program was established by the Legislature for the purpose of preventing reading disabilities and correcting reading disabilities "at the earliest possible time in the educational career of the pupil." To achieve these purposes, the Legislature provided the means for employing reading specialists, encouraging teachers to seek additional training in the teaching of reading, and stimulating the establishment and maintenance of school libraries.

In effect, the Miller-Unruh Basic Reading Act of 1965 gives California its second statewide testing program; the first was mandated by the 1961 Legislature. Under the recent legislation, pupils in the first three grades must be

tested annually "to determine achievement of basic reading fundamentals and skills." The following tests, published by Harcourt, Brace, and World, Inc., have been adopted by the Board for testing the pupils in the primary grades:

- In grade one for a four-year period beginning January 12, 1966: Primary I Reading Tests, Form W (Stanford Reading Test), handscorable edition
- In grade two for a four-year period beginning January 12, 1966: Primary II Reading Tests, Form W (Stanford Reading Test), handscorable edition
- In grade three for a three-year period beginning January 12, 1967: Primary II Reading Tests, Form X (Stanford Reading Test), handscorable edition

The tests will be distributed to the school districts by the Department of Education through the offices of county superintendents of schools. The first testing period has been set for the last ten school days in May, 1966, for pupils in grades one and two. The testing for pupils in grade three will begin in 1967.

BOARD OF EDUCATION MEETINGS

March 10–11, Room 1138, Junipero Serra Building, 107 South Broadway, Los Angeles; meetings begin at 9 a.m.

April 14–15, Auditorium, State Resources Building, 1416 Ninth Street, Sacramento

PRESCHOOL EDUCATION—The Board has made the first appropriation ($2,741,022) under the provisions for preschool educational programs to the Economic and Youth Opportunity Agency of Greater Los Angeles for the administration of preschool educational child development centers. Fifteen school districts in the Los Angeles area, not including Los Angeles Unified, will be involved in the program, and approximately 4,000 children will be served by the centers. Agencies cosponsoring the undertaking are the Office of the Los Angeles County Superintendent of Schools, the Los Angeles Urban League, the Latin American Civic Association, and the Los Angeles Area Federation of Settlements and Neighborhood Centers.

This program represents a unique combination of community, state, and federal efforts, since funds are being drawn from the Office of Economic Opportunity, federal allocations to the State Department of Social Welfare, and the state allocation made possible with the passage of Assembly Speaker Jesse Unruh's preschool education bill (Education Code sections 16641–44).

NOTE: For additional information on programs of this type, address inquiries to the Office of Compensatory Education, Bureau of Preschool Educational Programs, Department of Education, 721 Capitol Mall, Sacramento 95814.

PHYSICAL PERFORMANCE TEST—The Board has designated the following as the physical performance test to be used during the 1966–67 school year in grades four through twelve:

1. Fifty-yard dash
2. Standing broad jump
3. Knee bent situp for time
4. Pullups for boys; knee pushup for girls
5. Softball throw for distance
6. Run and walk 600 yards

A school district having inadequate facilities or equipment to conduct the test may apply to the Superintendent of Public Instruction for permission to grant exemption from one or more of the events.

In recommending that the Board adopt this physical performance test, Superintendent Max Rafferty said that he appointed two statewide committees of specialists in research and physical performance testing to help select the test events. The selection, according to Dr. Rafferty, was based upon the following criteria:

1. Involvement of the natural skills of human beings (running, jumping, climbing, and throwing)
2. Inclusion of some measure of endurance
3. Involvement of a minimum amount of equipment
4. Administration geared to teachers with a minimum of experience
5. Administration to require a reasonable amount of time
6. Requirement that each able-bodied pupil, including athletes, take the test

CREDENTIALS—The Board has denied a request to postpone the escalation of the requirements for the standard secondary credential issued on a partial fulfillment of requirements.

This action by the Board came after Arthur F. Corey, Executive Secretary for the California Teachers Association, had asked that solutions other than "sacrificing the quality of preparation" be sought to meet announced teacher shortages.

In effect, the Board action means that on July 1, 1966, minimum requirements on which the standard secondary credential can be issued on a partial fulfillment basis increase six semester hours to a baccalaureate degree, plus six postgraduate units (see Section 6195 of the California Administrative Code, Title 5).

In discussing the specific item before the Board at its January meeting, Dr. Corey said:

> We [California Teachers Association] wish to back the Board in creating a pattern of teacher education which accomplishes the original primary purposes of the Fisher Act. A start in this direction would be to announce immediately an effective program of escalation in requirements for secondary school teaching credentials leading to early elimination of the partial fulfillment licenses. Until the Board takes this step, districts unwilling to offer adequate attractions to obtain qualified teachers will have no incentive to do so. They can always obtain bodies at the price they're willing to pay, and ask you to call these bodies "teachers."

TEACHER SUPPLY—"The real supply of teachers prepared in California colleges and universities through the decade ending in 1975 is estimated to be 117,210 or 54 percent of the total need," according to a report made to the Board by the Bureau of Teacher Education and Certification. The bureau also reported that the severity of the expected teacher shortage has become even more critical because of the following developments:

- The decreasing number of college students declaring plans to enter elementary teaching. A survey by the bureau indicates that the number of students completing elementary student teaching in 1965–66 will be 29 percent fewer than the number in 1964–65.
- Recent legislation providing financial incentives for lowering pupil-teacher ratios in the primary grades. According to the bureau, lowering the ratio by 1.5 pupils would require 4,610 additional elementary teachers.
- The impact of new federal programs.
- Growing demands for special education teachers. The bureau predicts that three times as many special education teachers will be needed in 1974–75 as are now employed.

EQUAL OPPORTUNITIES COMMISSION—Mrs. Sally Bates has been named to fill the unexpired term (to June 30, 1969) of Howard Chernoff on the Commission on Equal Opportunities in Education. Mrs. Bates is a member of the governing board of the Orange Glen School District, San Diego County.

CURRICULUM COMMISSION—Mrs. Richard Lofton, a teacher in the Monterey City Elementary School District, has been appointed to the State Curriculum Commission for a term ending February 28, 1969. She is the wife of painter Richard Lofton.

Mrs. Richard Lofton

The University of North Carolina granted Mrs. Lofton a Bachelor of Arts degree in English. During the summers and at night, she has done postgraduate work at the University of California, Berkeley, San Jose State College, Hartnell College, and Monterey Peninsula College, specializing in science and mathematics.

The new commission member began her teaching career 11 years ago as a substitute in the Carmel schools. The extensive work that she has done in modern mathematics for the elementary schools includes demonstration teaching for the California Council of Mathematics in their meetings in Monterey. She has also done demonstration teaching for the Elementary School Science Association.

Mrs. Lofton has served on the board of the Carmel Parent-Teachers Association and on the board of the Monterey Peninsula League of Women Voters. She is also a member of Delta Kappa Gamma, the Monterey City Educators Association, the California Teachers Association, and the National Education Association.

LIBRARY REGULATIONS—For the best use of the library facilities in California, a high school student *shall* now borrow from the State Library through the *local public library*. This amendment to Section 20020 of the California Administrative Code, Title 5, was approved by the Board to ensure that local resources are exhausted before the high school student requests materials from the State Library.

If no local library service is available, the high school student *shall* borrow through his *high school library*. And if no established school library exists, then the student is to borrow through a high school district employee designated by the proper school authorities to handle library requests.

PROFESSIONAL STANDARDS—The Teachers Professional Standards Commission, which is headed by Superintendent of Public Instruction Max Rafferty, has been charged with the responsibility of making recommendations to the Board of Education on the kinds of offenses that should be investigated by the Committee of Credentials.

The 13-member advisory commission, which was appointed by the board in April, 1965, was created as a result of legislation introduced by Senator Walter W. Stiern of Bakersfield (see Education Code sections 13101.1–13101.5). The commission has the responsibility for advising the Board regarding the licensing of certificated personnel for California's public schools.

The Committee of Credentials, which operates within the Department of Education, has the responsibility for carrying out such administrative duties as the State Board assigns it regarding the granting, issuing, suspending, and revoking of credentials and life diplomas (see Education Code sections 13102–03). The members of the Committee, other than Dr. Rafferty who is usually represented by Everett T. Calvert, Chief Deputy Superintendent of Public Instruction, are: John G. Church, Consultant in Curriculum Development; Donald E. Kitch, Chief of Supplemental Education Services; Edwin F. Klotz, Administrative Consultant, Bureau of NDEA Administration; and Paul F. Lawrence, Associate Superintendent of Public Instruction. Eli Obradovich, Consultant in Teacher Education, serves as secretary for the committee.

The members of the Professional Standards Commission and the year in which their appointments expire follow:

Representatives of the Public Schools. Mrs. Myrtle Armstrong, Teacher. Dailey Elementary School, Fresno (1969); Thomas C. Hunt, Instructor, Mount San Antonio Junior College, Walnut (1967); William E. Ellis, Teacher, Stewart Elementary School, Arcata (1968); Joseph Palaia, Teacher, Ramona Senior High School, Riverside (1966); Mrs. Dory Coppoletta, Teacher, Oakland Technical High School (1968); Robert Joseph, Teacher, La Vista Intermediate School, Hayward (1967); and W. Norman Wampler, Superintendent, Bellflower Unified School District (1969).

Representatives of Teacher-Training Institutions. Louis Fischer, Associate Professor of Education, San Fernando Valley State College, Northridge (1966); Sister Rosemarie Julie, Head of the Education Division, College of Notre Dame, Belmont (1969); Doyce B. Nunis, Associate Professor of Education, University of California, Los Angeles (1968); Proctor Thomson, Professor of Economics, Claremont Men's College and Graduate School (1967); and Larzer Ziff, Associate Professor of English, University of California, Berkeley (1966).

EDUCATIONALLY HANDICAPPED—Acting on the recommendation of its advisory committee on the educationally handicapped, the Board has set the following limits per teacher on the weekly enrollments of pupils in special classes for educationally handicapped minors:

- In kindergarten, elementary grades, or junior high school grades, the maximum weekly enrollment per teacher is 32 pupils.
- In high schools, the maximum per teacher is 40 students.

For data on the maximum number of pupils that may be enrolled in the different types of special classes for the educationally handicapped, see Section 227 of the California Administrative Code, Title 5.

BOARD MEMBER RESIGNS—Raymond J. Daba, appointed to the State Board of Education in 1958 and vice-president since 1961, resigned from the Board upon the completion of his second term of office (January 15). At its recent meeting, the Board commended Mr. Daba for his service to education.

Raymond J. Daba

During his eight years of service, Mr. Daba represented the Board on the Coordinating Council for Higher Education, and he served on the Board committees concerned with junior college education and appointments, legislation, credentials, and accreditation.

Mr. Daba was born in San Mateo and attended public schools there. He received his Bachelor of Arts degree from Stanford University and his Bachelor of Laws degree from Stanford Law School. In 1943 he served as a municipal judge in San Mateo.

He is currently a partner in the law firm of Wagstaffe, Daba, and Hulse in Redwood City.

He is also an active member of the State Bar Association, and in 1957 he served as a member of its board of governors. He is a member of Phi Beta Kappa, Pi Sigma Alpha, E Clampus Vitus, and the Elks.

NDEA, TITLE III—Economics has been added to the list of other critical subjects in the *California State Plan for Strengthening Instruction in Science, Mathematics, Modern Foreign Languages, and Other Critical Subjects Under Title III of the National Defense Education Act*. This action by the Board is in accordance with the Higher Education Act of 1965. In addition to economics, the "other critical subjects" are civics, English, geography, history, and reading.

The deadline for receiving applications under NDEA, Title III, is April 15, 1966. Those wishing application forms should contact the Bureau of NDEA Administration.

SCHOOL DISTRICT ORGANIZATION—Proposals for two new unified school districts were approved by the State Board of Education at its January meeting. The proposals, which were recommended by the respective county committees on school district organization and approved by the Board, will now go to the voters:

Glenn County—one district comprising the territory of Orland Joint and Hamilton Union high school districts

Merced County—one district comprising the territory of Merced Union and Le Grand Union high school districts

Electors in the Temple City Unified School District filed a petition requesting that territory of Temple City Unified School District be transferred to the Arcadia Unified School District. The Board concurred with the Los Angeles County Committee on School District Organization and the Los Angeles County Superintendent of Schools in disapproving this proposal.

Petitions for reconsideration of Board actions were submitted by the governing boards of Muroc Unified School District in Kern County and Palmdale, Keppel Union, and Rowland school districts in Los Angeles County. These petitions will be considered by a reviewing committee set up in accordance with the Lanterman-Ryan Bill (Chapter 1907, Statutes of 1965).

The Board has previously rejected unification plans submitted by the governing board of the Jefferson Union High School District in San Mateo County; therefore, the Department of Education prepared a plan to be submitted to the reviewing committee that handles such impasses. The Board approved the submission of the Department's plan.

STUDENT ADVISORY BOARD—The Board of Education has approved the California Association of Student Councils' plan to form the California Student Advisory Board on Education. This student group would meet on an established basis for the purpose of making suggestions to the State Board for the improvement of the educational system.

The plan was presented to the Board by Charles Jennings, Jr., CASC Special Projects Officer.

ACCOUNTING MANUAL—Revisions have been made to the *California School Accounting Manual* so that reimbursement for food services expenses can now be made to a school district's general fund from the cafeteria fund. Prior to the revision, which was mandated by the Legislature, school districts had to transfer funds from the cafeteria fund to the general fund before payments could be made (see Education Code Section 17103).

JUNIOR COLLEGE FEES—The nonresident tuition fee for junior college students for 1966–67 has been set at $10.40 per unit of instruction.

CORRECTION

The item entitled "Sick Leave," which appeared on page 31 of the December, 1965, issue should have read as follows:

With the passage of Assembly Bill 257 at the 1965 session of the Legislature (adding Education Code Section 13468.1), certificated employees with at least one year of service with a school district and who obtain employment with another school district after September 17, 1965, may have transferred with them to the new district any accumulated leave of absence for illness or injury to which they were entitled in the former district.

△ 62625—300 1-66 16,700

printed in CALIFORNIA OFFICE OF STATE PRINTING

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CALIFORNIA EDUCATION

Official publication issued monthly, September through June, by the California State Department of Education, 721 Capitol Mall, Sacramento, California 95814. Entered as second class matter at the Post Office at Sacramento, California.

RETURN REQUESTED

Calendar of Educational Meetings—March and April, 1966

March

8-10—California Congress of Parents and Teachers, Inc., Board of Managers' Meeting; Statler-Hilton Hotel, Los Angeles

10-11—State Board of Education; Room 1138, Junipero Serra Building, 107 South Broadway, Los Angeles

10-11—Western College Association, Annual Meeting; Mills College, Oakland

10-12—California Association of Women Deans and Vice-Principals, Southern Region Conference; Biltmore Hotel, Santa Barbara

10-12—Western Speech Association, Annual Convention; Disneyland Hotel, Anaheim

11-12—American Association of University Women, Spring Conference, Northern Area; El Rancho Hotel, Sacramento

11–12—National Council of Teachers of Mathematics, Western Region Meeting; Civic Theater, San Diego

12—Good Teaching Conference for Teachers of Mentally Retarded Children; California State College at Long Beach

16-18—California Association of School Psychologists and Psychometrists, Conference; International Hotel, Los Angeles

17—County of Los Angeles Superintendent of Schools, Fifth Annual Career Guidance Center; Great Western Exhibit Center, 2120 South Eastern Avenue, Los Angeles

19—California Mathematics Council, Northern Section, Spring Conference; Foothill College, Los Altos

24—1966 Annual Meeting of California Transcribers and Educators of the Visually Handicapped; Sainte Claire Hotel, San Jose

24-26—California Speech and Hearing Association, Annual Conference; El Cortez Hotel, San Diego

25-27—American Association on Mental Deficiency, Region 3, Annual Conference; Palo Alto

26—California Library Association, Black Gold District Meeting; Ventura

27-28—California Council for Adult Education, Statewide Spring Conference; International Hotel, Los Angeles

27–30—California Association of County Superintendents of Schools, Spring Conference; Asilomar Conference Grounds, Pacific Grove *

29-Apr. 2—California Association of Public School Business Officials, Annual Conference; Jack Tar Hotel, San Francisco *

31-Apr. 2—California Council on the Education of Teachers, Spring Conference; Miramar Hotel, Santa Barbara

April

1-2—California Association of Secondary School Curriculum Coordinators, Annual Conference; St. Francis Hotel, San Francisco

1-3—California Home Economics Association, Assembly of Delegates; El Dorado Hotel, Sacramento

1-5—California Association for Health, Physical Education, and Recreation, Annual State Conference; Del Webb's TowneHouse, Fresno

2-3—California Association of Secondary School Administrators, Representative Council and Executive Board; San Francisco

3-5—California Association of Secondary School Administrators, Annual Conference; Hilton Hotel, San Francisco *

3-5—California Business Education Association, Convention; Riviera Hotel, Palm Springs

3-5—California School Food Service Association, Conference; Statler-Hilton Hotel, Los Angeles

3-6—California Elementary School Administrators Association Conference; Biltmore Hotel, Los Angeles *

3-6—Pacific Arts Association, Biennial Conference; Asilomar Conference Grounds, Pacific Grove

3-8—California Association for Childhood Education, ACEI Study Conference; Palmer House, Chicago

4-5—California Junior College Association, Spring Conference; Hacienda Hotel, Bakersfield

5-6—California Driver Education Association, State Conference; Ambassador Hotel, Los Angeles

13-15—California Conference on Apprenticeship, Fourth Biennial Conference; Statler-Hilton Hotel, Los Angeles

13–16—American Orthopsychiatric Association, 43rd Annual Meeting; Hilton and Jack Tar hotels, San Francisco

14-15—State Board of Education; Auditorium, State Resources Building, 1416 Ninth Street, Sacramento

15-16—California Folklore Society, Western Folklore Conference; University of California, Davis

16—Elementary School Science Association, Spring Conference; Henry Gunn High School, Palo Alto

21—Elementary School Science Association of Northern California, Spring Conference; Henry Gunn High School, Palo Alto

21-22—Accrediting Commission for Secondary Schools, Western Association of Schools and Colleges; CTA Building, Burlingame

21–24—California Council for Retarded Children (CCRC), Annual Convention; Hacienda Hotel, Fresno

22-23—Student California Teachers Association, Annual Executive Council; International Inn, Los Angeles

* *Meeting called by the Superintendent of Public Instruction*